

**A DIMENSÃO INTERCULTURAL DO INGLÊS COMO LÍNGUA
ESTRANGEIRA EM CONTEXTO DE FORMAÇÃO PROFISSIONAL –
ESTUDO DE CASO**

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Trabalho de Projecto em Didáctica do Inglês

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Para o meu Pai e a minha Mãe

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RESUMO

Este estudo de caso foi conduzido com um grupo de adultos de diferentes graus de Inglês que participaram num curso profissional de Comércio Internacional no Centro de Formação CECOA em Lisboa. O curso consistiu em 125 horas de ensino de Inglês. A finalidade do projecto foi a de aproveitar este curso de 6 meses para experimentar/ pôr em prática algumas das ideias apresentadas durante os seminários de Mestrado, nomeadamente: Intercultural Awareness e Intercultural Competence, Learner-Centred Learning e Task-based Learning/Teaching. Os objectivos do projecto foram: explorar de que forma (professor e alunos) podem desenvolver a competência intercultural e centrar-se nas responsabilidades comunicativas no contexto do ensino do Inglês num curso de Comércio Internacional; explorar de que forma a abordagem e metodologia usadas podem facilitar a aquisição de aptidões de competência intercultural e linguagem profissional. O curso foi desenhado de forma a incluir o desenvolvimento da consciencialização intercultural e de aptidões de comunicação num contexto profissional. Considerando os principais princípios teóricos implicados na planificação do curso, este estudo descreve (e analisa) o conjunto de tarefas e simulações usadas para desenvolver a autonomia e as competências linguística e intercultural dos formandos, aptidões exigidas nas organizações internacionais. Por último é analisada a representação final de uma conferência internacional, trabalhada e simulada pelos formandos, como preparação para uma carreira no âmbito negocial.

PALAVRAS-CHAVE: *estudo de caso, inglês língua estrangeira, Intercultural Awareness e Intercultural Competence, Learner-Centred Learning (LCL), Task-based Learning/Teaching (TBLT), role-play, simulação.*

THE INTERCULTURAL DIMENSION OF LEARNING ENGLISH FOR INTERNATIONAL TRADE

MARIA ANTÓNIA PINTO SOARES DUARTE SILVA

ABSTRACT

This case study was conducted with a mixed ability group of adults attending training in the field of International Trade at the Centro de Formação CECOA in Lisbon. The course consisted of 125 hours of English language tuition. The purpose of the project was to use this six month course to experiment with some of the ideas presented in the taught components of the Masters course. These were: Intercultural Awareness and Interculture Competence, Learner-Centred Learning and Task-based Learning/Teaching. The aims of the project were: to explore how one (i.e. the teacher and the learners) might develop intercultural competence and focus on communicative responsibilities in the context of an English for International Trade course; to explore how the given approach and methodology might facilitate the uptake of intercultural competence and professional language skills. The course was designed to include the development of intercultural awareness and communication skills in a professional context. Considering the main theoretical principles involved in the course design, the study describes (and analyses) the range of pre-tasks and simulations used to develop student autonomy and the linguistic and intercultural competences required by international organisations. It then analyses the culminating role-play performance that the students staged and reflected on as preparation for a career in business.

KEY WORDS: *case study, intercultural Awareness and Intercultural Competence, English as a foreign language, Learner-Centred Learning (LCL), Task-based Learning/Teaching (TBLT), role-play, simulation.*

ÍNDICE

INTRODUÇÃO.....	2
CAPÍTULO I: FUNDAMENTAÇÃO TEÓRICA.....	5
1.1. As componentes linguística e cultural na formação de adultos	5
1. 2. A aprendizagem das línguas estrangeiras e a consciencialização intercultural	8
CAPÍTULO II: METODOLOGIA.....	14
2. 1. Abordagens no ensino-aprendizagem do inglês	14
2. 1. 1. Task-based Learning / Teaching.....	15
2. 1. 2. Learner-Centred Learning.....	17
CAPÍTULO III: PROJECTO DE INVESTIGAÇÃO	19
3. 1. Estudo de caso.....	19
3. 2. Objectivos de investigação.....	20
3. 3. Explicitação das tarefas desenvolvidas e comentário	27
3. 3. 1. Primeira fase – Língua e Cultura	28
3. 3. 2. Segunda fase – Incidentes culturais	30
3. 3. 3. Terceira fase – Como gerir situações interculturais no mundo de negócios?.....	33
3. 3. 4. Quarta fase – “International Car Marketing Conference”	36
Capítulo IV: RESULTADOS DO PROJECTO DE INVESTIGAÇÃO.....	40
4. 1. Descrição e análise de dados	40
4. 2. Interpretação dos resultados	41
4. 3. Limitações do estudo de caso e sugestões	47
CONCLUSÕES	50
BIBLIOGRAFIA	53
APÊNDICES.....	57

INTRODUÇÃO

A finalidade deste projecto foi a de aproveitar um curso de 125 horas de Comércio Internacional para pôr em prática algumas das ideias apresentadas durante os seminários de Mestrado, nomeadamente: Intercultural Awareness e Intercultural Competence, Task-based Learning / Teaching (TBLT) e Learner-Centred Learning (STL).

A questão de investigação que nos ocupou foi explorar de que forma (professor e alunos) podem desenvolver a competência intercultural e centrar-se nas responsabilidades comunicativas no contexto do ensino do Inglês num curso de Comércio Internacional e também de que forma as abordagens usadas podem facilitar o desenvolvimento/a aquisição de aptidões de competência intercultural e linguagem profissional.

Tivemos como público-alvo um grupo de formandos do Centro de Formação Profissional CECOIA, situado em Lisboa, que frequentou um curso de especialização tecnológica (CET) pós-secundário não superior. Este curso, regulado pelo Decreto-lei nº 88/2006 e direccionado para alunos, titulares de um curso de ensino secundário, visa a aquisição do nível 4 de formação profissional cujo objectivo é formar técnicos de Comércio Internacional.

Num contexto em que a oferta de trabalho é cada vez mais mutável e exigente, este curso visa direccionar a aprendizagem para uma inserção profissional efectiva (Diário da República, I série A, 2006: 3475). Daí que as componentes de formação, ou seja, as unidades de formação de curta duração, também chamadas de UFCD, tenham um carácter transdisciplinar e transversal que permitem compreender e resolver problemas do âmbito do exercício profissional em contextos nacionais e/ou internacionais.

Com tal, concebemos um plano de trabalho que se ajustasse aos objectivos do curso e dos módulos de língua inglesa, não perdendo de vista um objectivo mais lato, presente no *Quadro Europeu Comum de Referência para as Línguas* (Conselho da Europa: 2001):

É necessário uma maior intensificação da aprendizagem e do ensino de línguas nos países-membros para a promoção de uma maior mobilidade, uma comunicação internacional mais eficaz, combinada com o respeito pela identidade e pela diversidade culturais (...) (ibidem: 24).

Tendo como base os princípios das abordagens Task-based Learning / Teaching (TBLT) e Learner-Centred Learning (LCL), utilizámos técnicas que permitiram orientar os formandos não apenas para o próprio ensino da língua inglesa mas simultaneamente para a tomada de consciência da variável interculturalidade. Neste contexto, a tarefa da simulação assume particular relevo. O curso de Comércio Internacional ofereceu-nos o território ideal para semear nos formandos, por aproximações sucessivas, essa tomada de consciência que é uma ferramenta básica em todo o mundo empresarial do século XXI.

O nosso trabalho foi organizado em quatro partes. No Capítulo I, realçamos a importância da componente cultural no ensino do inglês na formação contínua de adultos, apoiando a tese de que os Centros de Formação Profissional têm a responsabilidade de promover o crescimento sociocultural nos adultos porquanto, face à globalização e mobilidade geográfica, o ensino terá de ultrapassar as fronteiras do programas curriculares exigidos pois a (re)integração destes adultos no mundo do trabalho significa também interagir com outros comportamentos, valores e crenças. Daí que tivéssemos tentado ajustar a aprendizagem da língua inglesa e a consciencialização cultural de forma a preparar os formandos para um diálogo internacional eficaz.

No Capítulo II tecemos as linhas teóricas subjacentes ao trabalho de planificação e organização do módulo que foi objecto de análise no estudo de caso. Optámos por duas abordagens, a saber, Task-based Learning / Teaching e Learner-Centred Learning. Ao implementar as tarefas que concebemos, os formandos puderam ter um papel activo na resolução das mesmas, abrindo-lhes portas para o contacto com outras culturas onde o diálogo com o Outro foi uma constante, dando-lhes a oportunidade de questionar e interpretar novas realidades. O *role-play* e a simulação iriam ser os meios concretos de promoção das aprendizagens previstas uma vez que se pretendeu aumentar a autonomia, diminuindo a intervenção do formador.

No Capítulo III, contextualizámos o estudo de caso, apresentando os objectivos do trabalho de projecto antes de passarmos à explicitação das actividades desenvolvidas com o grupo de formandos. Finalmente, no Capítulo IV, seleccionámos dois instrumentos – a simulação e o inquérito – com o objectivo de recolher dados que seriam objecto da análise de conteúdo e que nos permitiriam verificar se os objectivos, previamente delineados, teriam sido alcançados.

CAPÍTULO I: FUNDAMENTAÇÃO TEÓRICA

1.1. As componentes linguística e cultural na formação de adultos

No âmbito dos cursos tecnológicos e profissionais, a componente cultural na formação e na aprendizagem é, de facto, a alavanca que tornará possível quebrar o circuito fechado da instrução canónica de uma língua apenas confinado à transmissão técnica da mesma. O século XXI é marcado pela globalização e mobilidade geográfica no mundo do trabalho. Por conseguinte, o ensino de uma língua estrangeira terá de levar em conta a importância dessa consciencialização.

É essencial potenciar o crescimento sociocultural nos adultos convidando-os a explorar outros sistemas culturais, o que lhes permitirá perspectivar para além da sua própria experiência cultural. Essa é a mais-valia de um ensino que permitirá aos formandos interagir com outros comportamentos, valores e crenças, aptidão essencial no mundo do trabalho na nossa época.

Deste modo, desenvolveremos a ideia de que a componente cultural não se limita a um espaço fechado e que alimentar a inter-relação entre culturas e comportamentos é crucial para uma abordagem que potencie mudanças na formação pessoal e social dos adultos.

Para tal, apoiar-nos-emos, desde já, em três documentos de referência:

- *O Quadro Europeu Comum de Referência para as Línguas* - QERC (Conselho de Europa);
- Um anexo de uma Recomendação do Parlamento Europeu e do Conselho, de 18 de Dezembro de 2006, sobre as competências essenciais para a aprendizagem ao longo da vida, publicada no Jornal Oficial da União Europeia em 30 de Dezembro de 2006, a saber, 'Competências-chave para a Aprendizagem ao Longo da Vida';
- O Decreto-Lei nº 88/2006 de 23 de Maio do Ministério da Ciência, Tecnologia e Ensino Superior.

O primeiro documento pretende envolver “os princípios de desenvolvimento curricular (...) no contexto de desenvolvimento da competência plurilingue e pluricultural do indivíduo, de modo a permitir-lhe lidar com os desafios de comunicação resultantes de se viver numa Europa multilingue e multicultural” (Conselho da Europa, 2001: 15). Considerando o indivíduo com competências para comunicar em uma ou mais línguas, estaremos forçosamente perante uma nova concepção educativa ao lidar com cursos para adultos. Estes “formulam objectivos em termos de actividades linguísticas específicas ou de capacidade funcional num determinado domínio” (ibidem: 231). A orientação dada ao programa curricular, face à complexidade e diversidade de processos que ocorrem na aprendizagem das línguas, deixa de ser linear, ou seja, as experiências pessoais e profissionais de um adulto passam a ter uma relevância preponderante e a diversidade será a palavra-chave na concepção de um currículo que fará parte do percurso do adulto se este sentir a necessidade de activar os seus conhecimentos linguísticos e culturais. Partindo do princípio que o “conhecimento de uma língua (...) está sempre incompleto e [que] um dado indivíduo nunca tem o mesmo domínio das diferentes componentes da língua em questão” (ibidem: 233), esta tomada de consciência reforça a ideia de que o currículo “não termina com a escolaridade, mas prossegue ao longo da vida num processo de aprendizagem” e também passa a “constituir um lugar privilegiado para uma discussão cultural e intercultural” (ibidem: 237-238).

Reforçaremos esta ideia tendo como apoio o segundo documento acima referido sobre as competências ao longo da vida. Aqui destacaríamos três competências: a da comunicação em línguas estrangeiras; as sociais e cívicas e, por último, o espírito de iniciativa e empresarial. Começaríamos com a primeira competência que afirma que não só “[a] comunicação em línguas estrangeiras requer também aptidões como a mediação e a compreensão intercultural” como “[é] importante ter conhecimento das convenções sociais, dos factores culturais e da diversidade linguística” (Anexo das Comunidades Europeias, 2006: 5). Quanto às competências sociais e cívicas, estas exploram as formas de comportamento que possibilitarão ao indivíduo “participar de forma eficaz e construtiva na vida social e laboral” (ibidem: 9). Finalmente a terceira competência refere a importância da

passagem da ideia ao acto. Participar na vida activa significa “[compreender] a criatividade, a inovação e a assunção de riscos, bem como, a capacidade de planear e gerir projectos para alcançar objectivos” (ibidem: 11).

Na sequência do que afirmámos, consideramos relevante que a concepção do currículo na educação e formação contínua de adultos tenha em conta “as suas características, as suas expectativas, os seus interesses, os seus planos e as suas necessidades, assim como o seu percurso de aprendizagem anterior e os seus recursos actuais” (Conselho da Europa, 2001: 241).

Vejamos as orientações dadas pelo Decreto-Lei nº 88/2006 de 23 de Maio do Ministério da Ciência, Tecnologia e Ensino Superior. Pretende-se oferecer aos adultos “as componentes de formação e de aprendizagem [num contexto de] trabalho, cada vez mais mutável e exigente” (...) e “a concretização destas medidas passa pela promoção de parcerias [em] centros de formação profissional (...) e os operadores no mercado de trabalho, visando direccionar a aprendizagem para uma efectiva inserção profissional (Diário da República, I série A, 2006: 3475).

De facto, os Centros de Formação Profissional acabam por ter um impacto significativo no adulto porquanto são responsáveis pela promoção do seu crescimento sociocultural, sendo o papel dos formadores de línguas estrangeiras preponderante. Estes terão de utilizar métodos de ensino que “promov[am] a compreensão e a tolerância recíprocas e o respeito pela identidade e diversidade cultural (...) mas também que “reforç[em] a independência de pensamento, de juízos críticos e de acção” (Conselho da Europa: 22) pois, deste modo, haverá uma comunicação mais aberta e com menor probabilidade de equívocos, aspecto fundamental no mundo do trabalho.

Deste modo, e no nosso trabalho, elaborámos um programa que envolveu a interacção entre os formandos na sua aquisição de conhecimentos da língua, de forma a proporcionar um contexto em que a “obrigatoriedade” de comunicar com os outros colegas numa língua estrangeira pudesse gerar um processo de construção, desconstrução e reconstrução ao nível emocional e social de todos os actores envolvidos. As estratégias de interacção ajudaram ao processo de tomada de consciência da mudança e enriquecimento face a uma mudança de contexto cultural que, como afirma Neto (2008: 43) é mais frequente dar-se na idade adulta.

Clarifiquemos o termo “cultura”. Neto aborda da seguinte forma: “Em primeiro lugar, a cultura emerge em interações adaptativas. Em segundo lugar, a cultura comporta elementos partilhados. Em terceiro lugar, a cultura é transmitida através do tempo e das gerações” (ibidem: 11). O foco desta breve descrição está na partilha e na adaptação. Assim sendo, o confronto com outra cultura implica sistemáticas descobertas e partilhas num processo de transmissão de conhecimentos que serão integrados no eu e no outro tendo em conta as próprias experiências, valores, crenças, atitudes e motivações de cada um. O terceiro ponto que Neto aponta na sua definição – a passagem de gerações na construção de uma cultura – é a pedra angular de tudo o que temos vindo a dizer até agora. A língua é um dos pilares sobre o qual a cultura se constrói, por conseguinte, o ensino de uma nova língua tem de desenvolver no formando a capacidade de estar atento e consciente que na comunicação com o outro, não está apenas em causa um sistema linguístico diferente, mas também o leque vastíssimo de variáveis que a cultura comporta, nomeadamente a consciencialização intercultural.

1. 2. A aprendizagem das línguas estrangeiras e a consciencialização intercultural

Começaríamos este capítulo com a seguinte interrogação: como promover a consciencialização intercultural aquando da aprendizagem de uma língua estrangeira? Na linha de Byram (2006), consideramos que língua e cultura estão em interação e que a primeira transporta consigo um sentimento de pertença de um determinado grupo, ou seja, as línguas exprimem as identidades dos seus falantes (ibidem: 6). Se a aprendizagem de uma língua/cultura estrangeira nem sempre é feita de forma integrada tal como acontece com a aprendizagem da(s) língua(s) materna(s), embora exista também incompletude no interior da nossa própria cultura, poderemos afirmar que a aprendizagem de uma língua estrangeira e a consciencialização intercultural não é um processo linear. O objectivo do formador será o de proporcionar os instrumentos necessários para que o formando seja capaz de atingir uma proficiência a nível oral e escrito mas também esteja desperto para a relação entre língua e cultura.

Por considerarmos importante esta relação, recorremos novamente ao contributo de Byram (2006) quando refere que “[p]roficiency in languages helps to build up the feeling of being European with all its cultural wealth and diversity and of understanding between the citizens of Europe” (ibidem: 12). O conhecimento das línguas não só nos enriquece como também nos permite adicionar novos conhecimentos aos anteriores podendo estes ser modificados em parte ou totalmente (Conselho da Europa, 2001: 32). Como sabemos, “a língua não é apenas um aspecto fundamental da cultura, mas é também um meio de acesso a manifestações culturais” (ibidem: 25).

No nosso caso, trata-se da aprendizagem do inglês no contexto de um curso de Comércio Internacional. Por um lado, esta língua oferece aos formandos a possibilidade de comunicar entre países e culturas, visto tratar-se de uma língua universal e por outro, sabemos que existirão fortes possibilidades de aqueles virem a lidar com interlocutores, cuja língua materna não é o inglês, em contextos de negociações internacionais. Por conseguinte, será desejável que a intervenção pedagógica seja no sentido de os formandos atingirem uma proficiência a nível oral e escrito, de acordo com as suas aptidões, mas também desenvolverem a capacidade de conviver com a imprevisibilidade do contacto intercultural. Assim sendo, procurou-se que o processo de ensino e aprendizagem integrasse também a componente intercultural.

A interculturalidade significa mostrar interesse e curiosidade pelas pessoas de outras culturas para que possamos desenvolver a nossa capacidade de avaliar e, porventura, questionar os nossos padrões a nível do pensamento, do sentimento e do comportamento. Significa sermos capazes de interpretar novas realidades. Pretende-se que as nossas competências cognitivas, afectivas e comportamentais se tornem activas para que haja um diálogo efectivo entre culturas (Byram et al., 2009: 10). O respeito, a curiosidade, a abertura em relação à diversidade, a capacidade de ouvir, de interagir com o outro moldando o seu discurso face a práticas culturais diferentes das nossas e a flexibilidade do nosso comportamento no sentido de reduzir o preconceito ou o conflito, por exemplo, terão de ser trabalhados para que a consciencialização intercultural ocorra. Tal como Grozet e Liddicoat referem:

Intercultural competence involves the whole person. It makes learning a foreign language more than learning skills as it involves a lot of self-reflection where both thoughts and feelings play a part in negotiating meaningful resolution between potential lingua cultural clashes (1999: 121-122).

Se a competência intercultural envolve todo o ser, isto significa também que é desejável que nos tornemos flexíveis perante outras culturas para que sejamos capazes de sobreviver numa aldeia global do século XXI (Penkeb, Yurdakul e Cerit, 2009: s.p.). Enquanto professores, devemos preparar o terreno para que o aluno seja capaz de perceber que as suas crenças e atitudes podem ser alvo de reflexão (ibidem: s.p.). Isto significa que o professor terá de conceber tarefas adequadas para que o aluno não se limite à simples análise de novas situações mas que reflecta sobre novas alternativas. O conteúdo do programa, os materiais e a forma de avaliação são essenciais para que esta abordagem dê frutos. MacDonald e O'Regan são claros quando referem que nem todos os professores se sentem preparados para o desafio: "Many teachers (...) do not see (...) their role either to radicalise their students or to disturb their carefully sedimental subjectivities" (2009: 4). No entanto, o que se pretende é que consigam "... empower [students], to raise their awareness about exploitation, manipulation, prejudice and abuse, and to *move* them to act upon this awareness; in other words, to provoke a *transformational* response" (ibidem: 3-4). Apoiamo-nos também em Byram, Gribkova e Starkey quando comparam um professor a alguém que faz a ponte entre a cultura do aluno e outras culturas:

[T]he (...) teacher is (...) the person who can help learners see relationships between their own and other cultures, can help them acquire interest in and curiosity about 'otherness', and an awareness of themselves and their own cultures seen from other people's perspectives (2002: 10).

Se retomarmos a pergunta que colocámos no início deste capítulo, e após estas considerações, parece-nos importante convocar novamente Byram que sublinha que o processo de nos tornar competentes em termos da interculturalidade não é um processo simples porque não basta tomar consciência do eu e do outro (Byram, 2000: 299). Deste modo, os saberes do modelo de Byram nortearão o nosso trabalho porquanto, na aprendizagem de uma língua estrangeira, no âmbito de um curso de

Comércio Internacional, pretendemos que os formandos tomem consciência que algumas componentes da competência intercultural, tais como as atitudes, o conhecimento e as capacidades, fazem parte da identidade do eu e do outro (Byram, Gribkova e Starkey, 2002: 11) e que, se queremos interagir, de forma eficaz com o outro, é necessário ir para além da mera troca de informação. A adequação e a flexibilidade do eu/nós perante o(s) outro(s) ajudarão a que todos se consciencializem, progressivamente, das diferenças e da forma como poderão lidar com elas (Byram: 2002 298).

Quanto aos *savoirs*¹ do modelo de Byram, estes acompanhar-nos-ão na parte referente ao comentário das tarefas realizadas pelos formandos. Do ponto de visto do investigador, este referencial ajudar-nos-á a perceber se os objectivos, propostos para este curso, foram ou não cumpridos.

De que forma iríamos consciencializar os formandos da importância deste diálogo entre culturas? O nosso ponto de partida foi o recurso a materiais autênticos para a implementação do programa. Estes ofereceriam as condições necessárias para expandir o conhecimento do aluno sobre a língua e a cultura do outro, num diálogo permanente com os seus pares. Técnicas como o *role-play* e a simulação, exploradas no âmbito deste estudo de caso, foram fundamentais no envolvimento de todos os formandos, dando-lhes inúmeras oportunidades de participação activa, como também no desenvolvimento da sua responsabilidade face aos seus pares, promovendo a tolerância perante as diferenças de competências linguísticas e de opinião. Vejamos a definição que Harmer faz destas duas técnicas:

Students simulate a real-life encounter (...) as if they were doing so in the real world (...) [The role-play is] used to (...) train students for specific situations,

¹ *Savoir* – o conhecimento de procedimentos sociais e o conhecimento sobre a forma como o outro nos vê; *savoir être* - a predisposição em relativizar os seus próprios valores, crenças e comportamentos; ser capaz de perceber como é que o outro pode interpretá-los, ou seja, se capaz de se descentrar; *savoir comprendre* – a capacidade de interpretar um documento, um acontecimento de outra cultura, explicando-os e associando-os às suas próprias vivências; *savoir apprendre/faire* – a capacidade de adquirir novos conhecimentos sobre práticas culturais e aplicá-los aquando de uma interacção; *savoir s’engager* – a capacidade de avaliar, de forma crítica, práticas da sua cultura e das do outro (Byram, Gribkova e Starkey, 2002: 12-13).

especially where they are studying English for specific purposes (ESP). (...) Simulation[s] (...) work well when participants have to come to some kind of a decision. (...) They can be good fun and are thus motivating [;] they allow hesitant students to be more forthright in their opinions and behaviour without having to take responsibility for what they say in the way that they do when they are speaking for themselves [;] by broadening the world of the classroom to include the world outside, they allow students to use a much wider range of language (...) (2007: 352-353).

A planificação de uma simulação, na fase final do curso, possibilitou aos formandos de imaginarem diferentes identidades sociais levando-os a reflectir sobre as suas próprias responsabilidades perante novos cenários. Foi o espaço onde os formandos puderam questionar-se sobre as suas próprias identidades e reflectir sobre outras mas também lhes foi permitido trabalhar a dimensão afectiva inerente à aprendizagem intercultural.

Foi neste enquadramento que pudemos assistir, de forma espontânea e imprevista, a situações onde se favoreceram “the multiple over the singular, the variable over the stable, and the mess over the arranged” (MacDonald e O’Regan, 2009: 14). Os alunos afastaram-se da sua zona de conforto na medida em que se confrontaram com novos conhecimentos e experiências de outras culturas, exercitando, desta forma, algumas das competências que caracterizam o falante intercultural. Glaser, Guilherme e Méndez-Garcia referem-se a este processo como um “modelo transformacional” onde a linguagem verbal e não verbal, os valores de cada um e a sua reavaliação, aprender e reaprender se tornam imprescindíveis para que haja uma comunicação eficaz (2010: 16).

Na sequência destas reflexões, e tendo encarando a simulação como uma experiência que poderá ser vivida, com moldes semelhantes, no mundo do trabalho, cada vez mais mutável e exigente, gostaríamos de citar Graddol e Weber que nos podem ajudar a reflectir sobre a importância de conjugar a educação e a preparação para a inserção no mundo do trabalho. Para Graddol, ensinar o inglês é mais do que gramática e vocabulário (ibidem: 8):

[...] [E]mployers are now looking for what they call soft skills. They are not interested so much in accuracy [...]. We are seeing a focus on intercultural communication skills, and [...] workers are expected to develop particular cultural knowledge and identities to deal effectively with overseas customers (ibidem: 8).

Desenvolver a consciencialização intercultural tem vindo a ser considerado importante no mundo actual porquanto a tendência é a interacção e a troca de ideias e conhecimentos entre pessoas numa aldeia global (2003: 196). Isto significa que muitos cursos profissionais têm o cuidado de inserir módulos que trabalham a componente intercultural nos seus programas. Segundo Weber, estes cursos podem assumir duas vertentes: 1) cursos direccionados para o debate sobre tópicos como o preconceito, o racismo, a discriminação, por exemplo; 2) a implementação de técnicas como o *role-play* ou a simulação para que o aluno se confronte com novos padrões de comportamento. No entanto, na maioria dos casos, Weber salienta que os modelos escolhidos apresentam algumas lacunas: são demasiado abrangentes e utilizados para todos os tipos de público-alvo; baseiam-se muito na teoria, negligenciando a dinâmica da cultura, das situações e da interacção entre pessoas, e o tempo do curso é, muitas vezes, curto (ibidem: 197). Daí ter realizado um trabalho com estudantes de várias escolas profissionais cujo objectivo foi o de criar um ambiente próprio onde as interacções colaborativas e a negociação fizessem parte do processo do ensino intercultural (ibidem: 201). Para tal, conjugou a simulação a um estudo de caso ligado ao currículo de algumas escolas comerciais. Numa primeira fase, os alunos tiveram de assimilar uma outra cultura para depois serem integrados noutros grupos no sentido de resolverem o estudo de caso. A simulação serviu de espelho onde preconceitos, mal-entendidos, por exemplo, puderam ser vivenciados (ibidem: 201-202).

A proposta de Weber vem ao nosso encontro na medida em que achamos que a simulação deve ser considerada como uma ferramenta útil nestes contextos. No capítulo seguinte, debruçamo-nos nas abordagens que ajudaram a criar as condições para que a simulação fizesse sentido aquando da sua realização.

CAPÍTULO II: METODOLOGIA

2. 1. Abordagens no ensino-aprendizagem do inglês

O nosso campo de estudo envolveu um grupo de adultos que, já possuindo o 12º ano, pretendeu alargar os seus conhecimentos de língua inglesa ao nível do comércio internacional. Estes cursos têm a duração de 16 meses. A presente edição começou no dia 7 de Setembro de 2011 e terminou no dia 9 de Dezembro de 2012. Antes da sua conclusão, e à luz da edição anterior, os formandos farão um estágio numa empresa portuguesa durante o mês de Julho de 2012 seguido de um outro estágio, com a duração de um mês (15 de Outubro a 16 de Novembro) num dos seguintes países europeus: Bélgica, Eslovénia, Espanha, França, Holanda, Itália, República Checa. Os formandos irão no âmbito de um projecto financiado pelo Programa Aprendizagem ao Longo da Vida a que o Centro de Formação para Comércio e Afins (CECOA) se candidatou. O projecto MOVINTRADE insere-se num sub-programa Leonardo da Vinci, Acção Mobilidade – Formação Profissional Inicial. As escolas de acolhimento integram, tal como o CECOA, a rede europeia NETINVET que visa promover a mobilidade de aprendentes em formação nos sectores do comércio internacional, transportes e logística. É no âmbito desta rede que o Centro recebe e envia estagiários de alguns cursos designadamente do comércio internacional.

As características deste curso criaram as condições ideais para que cada formando progredisse em termos da língua-alvo mas, fundamentalmente, se conhecesse melhor na partilha de opiniões com os outros. Durante cento e vinte cinco horas de Inglês, este grupo embarcou numa viagem à descoberta do eu e do outro. Um dos principais objectivos desta travessia foi prepará-los a tornarem-se “intercultural mobile being[s]” (Guilherme, 2010: 4):

[The] individual (...) ha[s] to go through ‘a critical cycle’, that is, ‘a reflective, exploratory, dialogical and active stance towards cultural knowledge and life that allows for dissonance, contradiction, and conflict as well as for consensus, concurrence, and transformation (ibidem: 4).

Que estratégias, então, adoptar com estes formandos para que, ao longo deste percurso, pudessem iniciar uma comunicação onde a empatia e a tolerância por um lado, ou a oposição e a resistência por outro, dessem frutos? Começaremos por destacar os princípios das abordagens² Task-based Learning / Teaching (TBLT) e Learner-Centred Learning (STL) que foram fundamentais para promover o papel activo do aluno na resolução de tarefas e problemas, na consciencialização gradual da importância do alargamento do seu próprio conhecimento, da sua relação com a língua-alvo e do contacto com outras culturas. Esta escolha prendeu-se, também, com as actividades que os formandos deste curso virão a desenvolver nas empresas, após a finalização do curso, a saber: “[e]studos de mercado e monitorização comercial internacional; [v]endas em contexto internacional (exportação); [c]ompras em contexto internacional (importação); [c]oordenação dos serviços de apoio à importação e à exportação [e]stão das relações em contexto multicultural” (Egidio, s.d.: 3).

2. 1. 1. Task-based Learning / Teaching

Houve a necessidade de criar tarefas adequadas ao perfil destes formandos e de acompanhar o trabalho desenvolvido por este grupo para que todos tomassem consciência da importância do domínio da língua inglesa como língua universal e da compreensão de diversas culturas pois é, desta forma, que fronteiras linguísticas e culturais são ultrapassadas numa sociedade multicultural onde a tendência é o encontro entre cidadãos que terão que trocar ideias e conhecimento a vários níveis. Vejamos o que alguns autores dizem sobre a importância de implementar tarefas na sala de aula. Ellis (2003: ix) sustenta a ideia de que a forma de desenvolver uma segunda língua eficazmente é pôr em prática situações, dentro da sala de aula, que os alunos poderão vir a experimentar fora desse contexto. Por seu lado, Grozet e Liddicoat (1999: 121-122) referem que se o professor providenciar uma bateria de tarefas diversas, a aprendizagem da língua estrangeira é feita não só de forma criativa como

² Segundo Harmer, “An approach describes how language is used and its constituent parts interlock – it offers a model of language competence. An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful languages learning” (2007: 62).

também envolve os alunos levando-os a reflectir e a negociar. Assim sendo, estamos, de facto, a trabalhar com abordagens que nos permitirão criar um fio condutor durante todo o curso, desafiando os formandos a lidar com uma segunda língua que seria aquela que lhes permitiria falar e escrever sobre a diversidade cultural e que muito provavelmente, na sua vida profissional lhes permitirá comunicar com outros, de outras línguas e outras culturas. Daremos continuação a este raciocínio com a definição de tarefa:

A task is an activity which requires learners to use language, with the emphasis on meaning, to attain an objective, and which is chosen so that it is most likely to provide information for learners and teachers which will help them in their own learning (Ellis, 2003: 9).

Se nos anos 60 e 70, os estudos desenvolvidos na aprendizagem de uma segunda língua davam ênfase à ordem e à sequência em que a gramática era ensinada e ao tipo de interacções orais em que o aluno participava, nos anos 80 e 90 deparamo-nos com autores como Krashen e Long que passam a dar especial atenção ao “input”, sugerindo que não só este é assimilado se for contextualizado mas que os progressos ao nível da aprendizagem de uma segunda língua são notórios se o aluno tiver a possibilidade de negociar significados (Ellis, 2003: 23). Mais recentemente, temos autores que afirmam que a abordagem de TBLT coloca a tarefa no centro do processo de ensino/aprendizagem. Vejamos alguns dos requisitos que incentivam a motivação como a aprendizagem:

[Tasks] require the learners to use authentic language, they have well-defined dimensions and closure, they are varied in format and operation, they typically include physical activity, they involve partnership and collaboration, they may call on the learner’s past experience, and they tolerate and encourage a variety of communication styles (Richards e Rodgers, 2001: 229).

Assim sendo, a forma e o conteúdo terão de ser interpretados pelo aluno, ou seja, a relação entre a capacidade de comunicar e a aquisição da língua formam um todo. Acreditamos que se o aluno for capaz de parafrasear, clarificar, seleccionar, classificar, partilhar e negociar com o grupo para atingir determinados resultados, estes processos cognitivos ser-lhe-ão úteis quando confrontados com o mesmo tipo de

tarefas fora do contexto de sala de aula. Esta tipologia de trabalho é, sem dúvida, mais motivadora neste contexto particular de formação de adultos, uma vez que se pretende que se tornem independentes, desenvolvendo “atitudes e comportamentos adequados a profissionais com elevado nível de qualificação profissional e adaptabilidade ao mundo do trabalho e da empresa” (Egídio, s.d.: 6).

2. 1. 2. Learner-Centred Learning

Se considerarmos também que é importante que o aluno adquira os instrumentos necessários que o ajudem a executar tarefas e resolver problemas de uma forma autónoma, significa que o foco de atenção irá para o aluno e não o professor. Deste modo, achamos que os princípios subjacentes à abordagem Learner-Centred Learning são adequados ao nosso contexto pois o professor passa a ser um facilitador/mediador, atento à forma como o aluno progride, apreende, compreende e aplica novos conhecimentos para o acompanhar a atingir determinados fins (O'Neill e McMahon, 2005: 28). Outros autores colocam a tónica na responsabilidade e na autonomia por parte do aluno mas também não excluem a interdependência entre o aluno e o professor que levará, sem dúvida, a um respeito mútuo entre os dois (ibidem: 28). O aluno não é um elemento passivo no processo pois a sua experiência assim como o seu poder de decisão tornam-se elementos chave na aprendizagem (ibidem: 28). O grupo passa a depender dele próprio para partilhar ideias, cooperar e definir a melhor estratégia consoante a actividade em questão. Aqui também, o conceito da avaliação tomará outros contornos. Trabalho de par e/ou grupo, *role-plays*, debates, criação de projectos, simulação, por exemplo, passarão a fazer parte integrante de uma avaliação formativa, de uma auto avaliação e de uma avaliação dos pares. Em particular, neste estudo de caso, a maior parte das actividades tiveram como objectivo a interacção entre os grupos e aquando da preparação de uma simulação, foi-lhes dado o espaço para gerirem a pesquisa, organizarem o conteúdo e programarem a forma como iriam participar. A intervenção do formador foi pontual e a pedido dos grupos. Durante a simulação, o formador afastou-se ainda mais, tomando a posição de observador. As implicações desta abordagem serão exploradas, de uma forma mais minuciosa, quando analisarmos as actividades e tarefas realizadas durante o curso.

Iremos, então, analisar as abordagens acima referidas e o impacto que tiveram nos formandos dentro de um contexto particular, o da formação profissional.

CAPÍTULO III: PROJECTO DE INVESTIGAÇÃO

3. 1. Estudo de caso

Tal como foi referido anteriormente, o presente trabalho foi conduzido com um grupo de formandos de um curso profissional. Optámos pelo formato de estudo de caso. Para Bogdan e Bilken, “[o] estudo de caso consiste na observação detalhada de um contexto, ou indivíduo, de uma única fonte de documentos ou de um acontecimento específico” (1994: 89).

Sendo o enquadramento e a identificação do curso muito específicos, por tratar-se de um curso direccionado para futuros técnicos de comércio internacional, e que as responsabilidades que este grupo irá executar após o curso ultrapassam o âmbito do ensino da língua inglesa dentro de um contexto escolar, o nosso estudo de caso desenvolveu-se durante toda a formação dos módulos de língua inglesa (125 horas) pois, desta forma, houve a possibilidade de desenvolver, eficazmente e de forma mais segura, as competências de comunicação oral e escrita da língua-alvo e também despertar a consciencialização cultural de cada formando em relação a si e aos outros.

Vejamos, antes de mais, o contexto no qual estivemos inseridos e que nos permitiu levar a cabo este estudo de caso.

3. 1. 1. O contexto - Centro de formação e Curso de Comércio Internacional

Criado em 1986, o CECOA “actua como um centro de recursos [promovendo] estudos e projectos que visam [contribuir] para o desenvolvimento e modernização do Comércio e dos Serviços, a nível nacional” (Egídio, s.d.: 2). Quanto ao curso de Comércio Internacional, trata-se de um Curso de Especialização Tecnológica (CET), pós-secundário, não superior. É constituído por três componentes de formação e de aprendizagem: formação geral e científica, formação tecnológica e formação prática (Anexo 1). Esta última, também denominada “formação em contexto de trabalho” visa “(...) através da realização de actividades inerentes ao exercício profissional, [...] facilitar a futura (re)inserção profissional dos formandos” (Egídio, s.d.: 6). Este curso é regulado

pelo Decreto-Lei nº 88/2006 e pretende “[aliar] (...) as [três] componentes (...) à oferta do mercado de trabalho, cada vez mais mutável e exigente” assim como “direccionar a aprendizagem para uma efectiva inserção profissional”(Diário da República – I série-A, 2006: 3475).

Passemos à caracterização da turma que se iniciou com 16 (dezassex) formandos, dos quais 9 (nove) do sexo masculino e 7 (sete) do sexo feminino, com idades compreendidas entre os 18 (dezoito) e os 51 (cinquenta e um) anos. Todos possuem o 12º ano, embora o número de anos de aprendizagem da língua inglesa varie entre os 1 (um) e os 8 (oito) anos. Tivemos apenas um formando que se inscreveu no curso logo após a conclusão do 12º ano. Quanto aos outros formandos, o intervalo de idades varia entre os 2 (dois) a 30 (trinta) anos. No entanto, na generalidade dos casos, os formandos continuaram a ter contacto com a língua inglesa por motivos profissionais e/ou pessoais. Ao longo do curso, nomeadamente dos módulos de Língua Inglesa (Inglês (25 horas), Inglês Comercial e Inglês Empresarial (50 horas cada) que tiveram início no dia 7 de Novembro 2011 e terminaram no dia 27 de Abril de 2012, houve 3 (três) desistências, por motivos profissionais/pessoais, e a vinda de um formando francês do Lycée Ozenne (Escola Profissional de Toulouse, França), durante o terceiro módulo, no âmbito do Programa NETINVET. Quanto aos formandos que permaneceram, há a salientar a presença de uma formanda russa, há pouco tempo em Portugal, e dois formandos africanos, um de Cabo Verde e o outro da Guiné-Bissau, que já estão em Portugal há vários anos. Trata-se de uma turma heterogénea em termos de idade, escolaridade, nacionalidade e experiência no mundo de trabalho, o que poderá ter sido uma mais-valia para este estudo – a interculturalidade implica diversidade.

Passemos então à fase seguinte onde daremos a conhecer os objectivos deste trabalho de projecto.

3. 2. Objectivos de investigação

Os objectivos desta investigação consistem em explorar: 1) de que forma (professor e alunos) podem promover e desenvolver a competência intercultural e centrar-se nas responsabilidades comunicativas no contexto do ensino do Inglês num curso de Comércio Internacional; 2) de que forma as abordagens usadas podem facilitar

o desenvolvimento/a aquisição de aptidões de competência intercultural e linguagem profissional.

Antes de passarmos à planificação do curso, é necessário esclarecer quais são os objectivos do próprio Centro de Formação para este curso de comércio Internacional: 1) “desenvolver a capacidade de comunicar eficazmente em língua inglesa”; 2) “compreender e utilizar correctamente a linguagem específica do contexto profissional da empresa” (Egídio, s.d.: 40). A abrangência destes objectivos possibilitou que estes pudessem ser mais especificados e também abriu espaço de liberdade para inovar e experimentar. Além disso, uma vez que a dimensão intercultural no ensino de uma língua significa desenvolver nos alunos não só competências linguísticas mas também competências interculturais (Byram, Gribkova e Starkey, 2002: 10), e que o curso, composto por vários módulos multidisciplinares³ que abarcam temas que giram à volta do comércio internacional, fez sentido explorar a consciencialização intercultural.

Dada a finalidade do projecto e dos seus objectivos, delineámos os seguintes objectivos referentes ao curso em si:

1. Demonstrar capacidade de reconhecer e questionar atitudes estereotipadas;
2. Relacionar e interrogar a sua cultura de origem;
3. Relacionar e interroga outras culturas;
4. Desenvolver as competências de comunicação oral e escrita da língua inglesa para fins específicos e a consciencialização intercultural num contexto profissional;
5. Caracterizar a importância das atitudes e comportamentos de diferentes culturas nas relações interpessoais e profissionais;
6. Desenvolver a aptidão de escutar com uma atitude crítica e a capacidade de negociar sentidos;
7. Desenvolver uma aprendizagem colaborativa e autónoma;

³ Por exemplo, o módulo de “Gestão e comunicação intercultural”. A nosso ver, teria sido uma mais-valia se tivesse sido leccionado ao mesmo tempo do que os nosso módulos.

8. Reflectir sobre a sua identidade cultural – e a do Outro - com vista à construção de um relacionamento intercultural eficaz;
9. Adquirir conhecimentos de cariz intercultural que potenciem atitudes de cooperação num contexto de organizações internacionais.

As especificidades deste curso - preparar os formandos para um mundo marcado por movimentos e carreiras internacionais e onde o conhecimento de várias línguas estrangeiras e culturas é fundamental - facilitaram o estabelecimento dos objectivos do estudo. Percorremos um determinado caminho que culminou numa tarefa cujo propósito foi o de mobilizar competências linguísticas e de mediação intercultural num contexto simulado de reunião internacional. Houve uma dupla e simultânea orientação: 1) trabalhar alguns conceitos como a empatia, a flexibilidade, a solidariedade de modo a sensibilizar os formandos para as diferenças culturais; 2) retirá-los da sua zona de conforto, fazendo-os participar constantemente, alimentando a sua autonomia e também a sua capacidade organizacional. Isto foi possibilitado pela sequência das tarefas apresentadas e pela criação de um contexto em que todos observavam/ comentavam os seus próprios comportamentos e os dos outros. O crescente aumento de autonomia converteu-se num espaço de empenho, competitividade e de imaginação que conduziu o grupo a realizar a simulação de uma situação profissional no final do curso, de uma forma independente.

A maior parte das tarefas tiveram como base dois manuais. O primeiro, *Intercultural Resource Pack*, com o subtítulo *Intercultural Communication Resources for Language Teachers* de Utley (2004), apresenta algumas sugestões que reforçam a ideia de que é fundamental que o aluno tenha um papel activo dentro da sala de aula e que o professor, sendo um mediador, deverá apresentar-lhe as tarefas adequadas para esse fim (ibidem: 6). Quanto ao segundo manual, *Market Leader* de Cotton, Falvez e Kent (2002), propõe a articulação entre actividades ligadas a negócios internacionais, o vocabulário específico dessa área, as competências essenciais para fazer apresentações, negociar e fazer parte de reuniões e estudos de caso. Estas actividades estão relacionadas com os temas das unidades e são baseados em situações reais. Tal com os autores referem: “[The Case studies] give you the opportunity to practise your speaking skills in realistic business situations” (ibidem: 5).

No quadro seguinte apresentamos, em síntese, o plano de trabalho realizado durante o período da formação onde poderemos encontrar as datas em que as actividades foram realizadas assim como os respectivos objectivos.

Lesson/Date	Aims/Steps	Source
1st phase 1 st lesson 7 th November 2011	Brainstorming - Portuguese and English Language and Culture. Aim: To compare and analyze the commonalities and differences of various interpretations and perceptions surrounding language and culture.	Written production (Appendix 2)
2 nd lesson 9 th November 2011 3 rd lesson 15 th December 2011	Culture as an iceberg – Some words were written on the board(*). The students had to put them on A, B or C and discuss the reason of their choice. 1st step – in groups of 4 students; 2nd step – the whole class. <i>(*)myth/see/beliefs/religious rituals/values/facial expressions/touch/religious beliefs/general world view/foods/music/holidays customs/concept of leadership/rules of social etiquette.</i> Defining the word “culture” - 1st – From the previous lesson, writing on the whiteboard their own words which are connected with a definition of culture; 2nd – Followed the steps suggested on the Intercultural Resource Pack. 3rd – Written production: Their own definition of “Culture”. Aim: To become aware of different levels of the term ‘culture’ and to characterise the concept.	Utley, D. (2004: 17) (Appendix 3) (ibidem: 15) (Appendix 4) Written productions (Appendix 5)
4 th lesson 10 th January 2012	Defining their own cultural values – In groups of 4 elements: 1st step – talking about a set of questions; 2nd step – having them in mind, reading and discussing some quotations. Aim: To motivate self-awareness of learners’ own cultural	Questions taken from: Apedaile, S. & L. Schill. (2008: 29-31) Quotations taken from: Zion,S.,and E. Kozleski. (2005: 6-9)

	values and orientations.	(Appendix 6) Students' answers (Appendix 7)
2nd phase 5 th and 6 th lessons 12 th and 19 th January 2012	Critical Incidents for Intercultural Communication – Reading and discussing in groups the following texts: Being represented (pages 6/7); Understanding supervisor (pages 30/31) + One person's experience (page 29). Steps: 1st step - All the groups receive the texts; 2nd step - After reading, they try to answer to the questions by writing the summary on one flipchart sheet; 3rd step - After the preparation, the group will listen to the other three groups by commenting on and adding new information. Aims: To increase students' awareness of the way in which situations connected with the relationship between people in a university or a business management context can become more complicated where there is a cultural element; To provide scope for experiencing real situations.	Case-studies taken from: Utley, D. (2004: 29) and Holliday, A. (2004: 29) (Appendix 8) Written productions about the Critical Incidents (Appendix 9)
3rd phaseTime of preparation: From 20 th December to 23 rd January 2012 7 th and 8 th lessons Oral presentations 23 rd and 24 th January 2012	POWERPOINTS – Students presenting a country having in mind the topics presented on one handout given to the students. The students can choose amongst the topics they find more interesting to research. Countries: Israel/India/China/Japan/Spain/Morocco/Guinea Bissau/Cape Verde/ Russia/ Norway/ Portugal. Aim: To expand students' awareness of the nature of characteristics and behaviours they should research, learn about and to build skills for handling business intercultural situations.	Utley. D. (2004: 19) (Appendix 10) Example of two PowerPoints (Morocco and Japan) (Appendix 11)
9 th lesson 26 th January 2012	Written production - 1st step - to do exercises about two different models of describing the culture in companies in different countries; 2nd step – each group choose the best model to describe the way the business meetings are held in their country (the	Utley, D. (2004: 67, 69) (Appendix 12) Examples of

	<p>countries are those from the PowerPoint presentations).</p> <p>Aim: To become aware of the different dimensions of the companies cultures when conducting a business meeting.</p>	<p>written productions (Appendix 13)</p>
<p>10th and 11th lessons</p> <p>30th and 31st January 2012</p>	<p>1st Role Play – 3 groups and 2 chairpersons:</p> <p>To discuss a strategy to launch a new tennis racket in the US.</p> <p>Steps:</p> <p>1st step – Studying hand-out with “Useful language”</p> <p>2nd step - Nomination of two chairs and allocation of other roles;</p> <p>3rd step - Discussing their role cards;</p> <p>4th step - Role-playing the meeting.</p> <p>The following day: The chairpersons present the final speech with the winning strategy.</p> <p>Aims: To improve negotiating skills by holding a meeting of an imaginary company;</p> <p>To develop listening skills by paying attention to what is said about the others’ strategies;</p> <p>To use the chairing language and meetings-related language.</p>	<p>Cotton, D., D. Flavey & S. Kent. (2002: pp. 19, 39, 75, 83, 95)</p> <p>(Appendix 14)</p> <p>Example of a written production (Appendix 15)</p>
<p>12th and 13th lessons</p> <p>3rd and 6th February 2012</p>	<p>2nd role play – groups of 2 or 3 people</p> <p>To hold a discussion with different objectives:</p> <p>To agree on an action plan; to persuade someone to accept your point of view; to negotiate a solution to a problem; to try to keep an employee in the company.</p> <p>Aim:</p> <p>To pay attention to the language used in discussing a subject.</p>	<p>Cotton, D., D. Flavey & S. Kent. (2002: pp. 19, 39, 75, 83, 95)</p> <p>(Appendix 14)</p> <p>Cotton, D. (2002: 136, 138 - 139, 140, 144)</p> <p>(Appendix 16)</p> <p>Example of a written production (Appendix 17)</p>
<p>4th phase</p> <p>14th, 15th, 16th, 17th, 18th lessons</p> <p>7th, 9th, 14th</p>	<p>Preparing the simulation -</p> <p>4 groups of different continents/region (Africa / Asia / Europe / Middle East) + 2 facilitators</p> <p>Title of the Conference:</p>	<p>Computer room</p> <p>Examples of material produced by the students:</p> <p>(Appendixes 18 to</p>

17 th , 28 th February 2012	<p>International Car Marketing Conference</p> <p>Aims:</p> <p>To gather more information about the companies cultures when the conduction of a conference is concerned;</p> <p>To research about joint ventures in the car market.</p>	23)
19 th , 20 th lessons 9 th and 13 th March 2012	<p>Simulation</p> <p>Aims: To provide the students with practice opportunity as well as a real-life language use.</p> <p>To use the chairing language and meetings-related language as well as following an agenda;</p> <p>To improve negotiating skills by holding a conference;</p> <p>To develop listening skills by paying attention to what is said about the others' strategies</p> <p>To persuade someone to accept their point of view;</p> <p>To negotiate a solution to a problem.</p>	(Appendix 24)
21 st lesson 16 th March 2012	<p>Questionnaire filled in by the students after the simulation.</p> <p>Aims: To identify the most successful group during the conference by using a list of descriptors.</p> <p>To discuss how cultural differences were handled during the Conference.</p>	<p>Questionnaire</p> <p>(Appendix 26)</p>
22 nd lesson 16 th April 2012	<p>Delivery of the reports of the conference</p> <p>Aims: To write about the experience of the conference: the goals of each country, the joint ventures that were signed, the personal impression about being in the conference and recommendations for the next conference.</p>	<p>Example of a Report</p> <p>(Appendix 25)</p>

Na sequência do que apresentámos, entraremos, no próximo capítulo, na explicitação das várias etapas concebidas para a leccionação deste módulo e que fazem parte integrante do nosso estudo de caso.

3. 3. Explicitação das tarefas desenvolvidas e comentário

Dividimos o plano de trabalho em quatro fases. A primeira correspondeu ao arranque do trabalho realizado com os formandos à volta dos conceitos de “língua” e “cultura”. As várias tarefas foram feitas individualmente e analisadas em grupo. Pareceu-nos importante que os formandos apreendessem alguns conceitos, reflectissem sobre a sua própria experiência. Na segunda fase, já em grupos, os formandos puderam analisar e comentar alguns textos sobre incidentes culturais. Durante a terceira fase, foi-lhes pedido que escolhessem um país, cuja apresentação foi feita em PowerPoint, para aprofundar os seus conhecimentos relativamente à cultura e à forma como os negócios são aí conduzidos. Para complementar esta fase, os formandos centraram-se na análise de alguns modelos que descreviam a cultura das empresas nesses países. A terminar a terceira fase, realizaram dois *role-plays* que lhes permitiram pôr em prática a negociação. Na quarta fase, deu-se início à preparação da simulação, seguida da mesma, intitulada “International Car Marketing Conference”. Ainda nesta fase, os formandos elaboraram um relatório sobre a conferência e preencheram um inquérito sobre a forma como cada formando “viveu” a conferência.

Antes de nos debruçar sobre as várias fases, cabe-nos esclarecer três pontos que ajudarão a compreender o encadeamento das tarefas e a consulta dos anexos: 1) nas primeiras sessões, os formandos trabalharam individualmente, o que corresponde apenas à 1ª fase; nas restantes fases, trabalharam em grupos de 4 elementos (excepções: a apresentação do PowerPoint e o 2º *role-play* foram realizados em grupos de 2 elementos). A constituição dos grupos foi aleatória. Organizaram-se de acordo com os lugares escolhidos numa sala que apresentou o formato de “U”; 2) todas as actividades passaram pelas mesmas etapas, a saber: a. leitura silenciosa dos documentos; b. discussão dos mesmos em grupos; c. resultados da discussão por escrito; d. apresentação oral dos mesmos perante todo o grupo; 3) o grupo manteve 16 (dezasseis) formandos até ao final do 2º módulo. Tal como já foi referido, houve 3 (três) desistências. Sempre que houver referência aos formandos, estes apresentam o nome fictício que adoptaram na tarefa final, a saber, a simulação. Os 3 (três) elementos que não participaram na simulação serão referenciados como formandos 1,2 e 3.

3. 3. 1. Primeira fase – Língua e Cultura

A primeira fase teve como objectivo analisar e comparar as similitudes e diferenças culturais entre um universo português e outro inglês. Através da técnica do *brainstorming*, os formandos escreveram palavras ou expressões que associariam a ambas as culturas/línguas. Embora se tratasse de um grupo heterogéneo, em termos de idade e de percurso escolar e profissional, houve um nítido consenso quanto ao resultado obtido (Anexo 2): no que se refere à cultura portuguesa, as referências focaram essencialmente aspectos relacionados com o espaço físico (mar, praias) e com valores e atitudes (fado, religião Católica, simpatia). Quanto à imagem que os formandos fizeram da cultura inglesa, houve uma maior variedade: aspectos relacionados com a História de Inglaterra (Império Britânico, Revolução Industrial, Henrique VIII) e outros relacionados com atitudes estereotipadas (pessoas distantes, frias, trabalhadoras, pontuais). Quanto à língua portuguesa, consideraram-na complexa e difícil ao contrário da inglesa que não só é fácil e universal como é a língua dos negócios.

Ao analisarem os resultados, os formandos concluíram que houve a tendência em colocar aspectos culturais, históricos, psicológicos em compartimentos e que estavam perante ideias pré-concebidas e estereotipadas (objectivo nº 1 do curso). Passou-se à fase da descoberta do Outro.

Tendo como ponto de partida a análise de dois documentos (Anexos 3 e 4), pretendemos transmitir a ideia de que a ‘cultura’ pode ser um comportamento visível mas também invisível (Utley: 2004, 14). Após a análise do anexo 3, os formandos deixaram claro que, efectivamente, se algumas práticas culturais são visíveis, como a adaptação de alguns símbolos, outras encontram-se em camadas mais profundas e de mudança mais lenta, como quando nos referimos a valores, por exemplo.

De seguida, foi-lhes pedido as suas próprias definições de cultura tendo como ponto de partida o anexo 4. Deixaremos aqui dois exemplos dos formandos onde ‘cultura’ é encarada como algo dinâmico, em constante evolução e transformação onde a sociedade e a educação têm um papel a desempenhar. Os restantes exemplos podem ser lidos no anexo 5: “Culture is the product of the environment where we were brought up. It’s the result of our education and it’s always in evolution. We can build

our culture with our cultural background, our school, our friends” (Mr Jurgen Kanhn) ou ainda “Culture is what defines us, it says who we are. We have two cultures: the genetic one – when we are born and the way we are brought up - and the society one, when we grow up and we start thinking by ourselves” (Mr. Raffaeru Suwatari).

Esta fase foi fundamental pois os formandos tiveram a oportunidade de reflectir sobre sua cultura de origem. Demos continuação a esta reflexão com a introdução de algumas perguntas do artigo ‘Critical Incidents for Intercultural Communication’ de Apedaille e Schill (2008) e citações do artigo Understanding culture de Zion e Kozleski (2005) no sentido de preparar os formandos a consciencializarem-se de que podem adquirir novos comportamentos ou atitudes no momento em que interagem com outros grupos sociais (Anexo 6).

Nesta perspectiva, considerámos importante que os formandos respondessem a algumas perguntas e analisassem algumas citações sobre a família, a educação, a comunidade mas também que se posicionassem num local de trabalho e debatessem assuntos como a autoridade, a valorização no trabalho, o contacto visual, os gestos, a noção do tempo, o interromper ou ser interrompido, por exemplo. Tivemos em mente dois princípios: 1) seja qual for o local onde possamos estar, a escola ou o trabalho, por exemplo, haverá factores que afectarão a nossa maneira de agir; 2) conviver com a diferença não será sinónimo de rejeição mas sim uma forma de crescimento (Zion e Kozleski, 2005: 4).

Os dois exemplos que se seguem, retirados do anexo 7, ilustram a caracterização de vários dos valores subjacentes: “What do you value at work? Team spirit, good relationship, good environment, being professional, hierarchy and respect” (Mr. Raffaeeru Suwatari) ou “How do you view authority? Something that is imposed to someone; when you are forced to do something that you don’t want to do. The good side of authority is related with someone who has the capacity to lead a group” (Mrs. Shata Abeer).

As respostas às citações presentes no segundo artigo poderão ser consideradas mais complexas, embora continuem a posicionar-se na experiência pessoal de cada um. Vejamos de seguida um dos exemplos do anexo 7 onde há uma reflexão em torno da socialização e das diferenças culturais:

The first impression counts a lot. It's very important and you can't run away from it. It's impossible not to judge a person on the first impression but your opinion can change after a couple of minutes just by talking to that person a little bit more. If you aren't open-minded, you can judge wrongly. The way you look, dress and act tell the others what you are. You're always being stereotyped everywhere. For example, in London it's common to see a person with red or blue hair or piercing working in public institutions. In Portugal, we are more narrow-minded and we still have a lot of changes to do in order not to judge in assumptions but in competence. (Mr. Mohamed Abdel Rahman).

Tal como Ho (2009) refere, é essencial que os formandos desenvolvam “[an] inner sense of the equality of cultures, an increased understanding of [their] own and other people’s cultures, and a positive interest in how cultures both connect and differ” (ibidem: 66) e que “[t]he development of the cultural components is based on learners’ construction of [their] own knowledge through cultural exploration and an understanding of their own (...) culture’s values and beliefs” (ibidem: 68).

Nesta fase, os formandos tomaram consciência da importância de reflectir sobre as atitudes e comportamentos nas relações interpessoais, relacionando-se e interrogando-se sobre a sua cultura de origem, sendo possível afirmar que o 2º objectivo do curso foi alcançado.

3. 3. 2. Segunda fase – Incidentes culturais

A fase seguinte implicou que o grupo se distanciasse de si próprio no sentido de interpretar, comparar, relacionar, compreender novas identidades, valores, crenças e comportamentos (Byram, Gribkova e Starkey, 2002: 12). Os autores reforçam a necessidade de aprendermos a distanciar-nos face a outras realidades culturais:

By putting ideas, events, documents from two or more cultures side by side and seeing how each might look from the other perspective, intercultural speakers (...) can see how people might misunderstand what is said or written or done by someone with a different social identity (ibidem: 12).

Tivemos como material de apoio três textos retirados de Utley, (2004: 29) e de Holliday, (2004: 6-7; 30-31) (Anexo 8). Os textos descrevem situações onde o confronto

entre várias personagens de diferentes nacionalidades é notório. Os personagens principais debatem-se com eles próprios e com os que os rodeiam para superar alguns mal-entendidos. No primeiro texto, assistimos ao contraste entre as culturas canadiana e tailandesa no local de trabalho (Utley, 2004: 29); no 2º texto, uma iraniana é confrontada com as representações estereotipadas que alguns europeus têm dos iranianos durante uma conferência internacional (Holliday, 2004: 6-7) e finalmente o preconceito que considera a cultura africana como inferior à australiana considerado num contexto universitário (ibidem: 30-31). Segundo Griffin (2003: 208), “[a] Critical Incident provides a deeper and more profound level of reflection because it goes beyond a detailed description of an event that attracted attention, to analysis of and reflection on the meaning of the event”.

Após uma leitura silenciosa, os grupos passaram à fase da partilha de ideias sobre algumas perguntas presentes em cada um dos textos. As respostas foram escritas em suporte *flipchart* de forma a poderem ser partilhadas com os restantes grupos na fase seguinte. Cada grupo escolheu um porta-voz para o fazer. A análise dos textos foi importante porque os formandos puderam analisar, reflectir, interagir e exteriorizar os seus pontos de vista, partilhando opiniões sobre questões morais, éticas e sociais: “Learning involves becoming aware of the processes underlying thinking, knowing and learning through conscious awareness and reflection” (ALPLP, s.d.: 19). Salientamos aqui que não se tratou de uma análise de textos literários mas a sua interpretação fê-los mergulhar num mundo desconhecido, gerando emoções que são, efectivamente, uma parte importante quando estamos a lidar com novos conceitos como a aceitação, a rejeição ou a adaptação a novas realidades. Tal como Matos (2005: 59) afirma (neste caso a propósito do texto literário): “[They bring] their experiences to the text as they enter a subjective world and [they modify] them in a permanent process of validating the meanings found in the text[s]”. De facto, os formandos perceberam que uma leitura atenta iria trazer interrogações sobre a sua própria cultura e a das personagens Dave, Parisa e Jabu.

Os exemplos escolhidos referentes aos comentários tecidos em relação às três personagens encontram-se no anexo 9. Relativamente a Dave Thompson (1º texto), as respostas organizaram-se à volta de três categorias: a personagem deveria adaptar-se à

empresa onde iria trabalhar: “Dave shouldn’t act fast because he doesn’t know the culture. He has to adopt Taiwanese culture before” (3º grupo)⁴. A mudança teria de vir também do lado de Taiwan: “All workers must learn /improve their English” (1º grupo). E finalmente, para que a integração do personagem dentro da empresa fosse feita de forma pacífica, teria de haver um esforço por parte de todos: “[Dave] should also prepare the integration to know the local culture and not to take a 100% westernised business approach” (2º grupo).

Quanto ao 2º texto, a personagem principal, Parisa, tem a necessidade de se sentir integrada e respeitada. As observações feitas pelos formandos sobre Parisa reflectem que eles próprios sentem desconforto, identificando-se com a personagem: “We must not stereotype other cultures but respect them as well as their traditions” (3º grupo).

Jeremy, uma das personagens do 3º texto, foi alvo de crítica por parte de todos os formandos que o condenaram e manifestaram impaciência e revolta: “Jeremy considers the others inferior because of their nationalities or other characteristics” (1º grupo).

Perante a análise dos três textos, podemos concluir que os formandos, ao confrontarem-se com a diversidade cultural, tentaram reflectir sobre a mesma e mostraram a capacidade de interpretar acontecimentos de outra culturas, associando-os às suas próprias vivências. Se houve respostas que se organizaram à volta de soluções (texto nº 1) ou mais assertivas na defesa ou na condenação das personagens (textos nº 2 e nº 3 respectivamente), podemos avançar que, de acordo com o modelo de Byram, o saber *savoir comprendre* foi aquele que esteve presente nas respostas e

⁴ Tal como já foi referido, sempre que houver referência aos formandos, estes apresentam o nome que adoptaram na tarefa final, a saber, a simulação. Os 3 (três) elementos que não participaram na simulação serão referenciados como formandos 1,2 e 3. Nos exemplos que se seguem, e porque a partir da 2ª fase, todas as tarefas foram realizadas em grupo, há a referência ao número do grupo e não ao nome dos formandos. Aqui ficam os nomes fictícios de cada grupo: 1º grupo - Mr. Marius Bunker / Mrs. Shata Abeer / Mrs. Leonor Ferreira / Mr Jorgen Kahn; 2º grupo - Mr. Mohamed Abdel Rahman / Mr. Calvyn Hamman / Mrs. Bhadra / Formando 1; 3º grupo - Mrs Johanna van Zyl / Mrs Silvia Almeida / Mrs Fan Man Li / Mr. Raffaeru Swatari; 4º grupo - Mr Jeremy Pt / Mr. Feng Hau Nu / Formandos 2 e 3.

atitudes dos formandos durante a 2ª fase deste estudo de caso. Concretizámos também o 3º objectivo do curso, a saber: relacionar e interrogar sobre outras culturas.

3. 3. 3. Terceira fase – Como gerir situações interculturais no mundo de negócios?

As tarefas referentes a esta fase tiveram como pano de fundo o seguinte objectivo: desenvolver as competências de comunicação oral e escrita da língua inglesa para fins específicos e a consciencialização intercultural num contexto profissional (4º objectivo da nossa investigação). Antes de passarmos à explicação das tarefas, façamos uma breve sinopse das mesmas e dos objectivos relacionados com cada uma delas. 1) Pesquisa sobre um país nas áreas dos costumes e da negociação dos países escolhidos. Objectivo: caracterizar a importância das atitudes e comportamentos de diferentes culturas nas relações interpessoais e profissionais (5º objectivo do nosso curso); 2) Análise de documentos referentes a dois modelos (Hall e Mole) que caracterizam a cultura das empresas. Objectivo: Relacionar a forma de condução de uma reunião de negócios do país escolhido na 1ª alínea com um dos modelos acima referidos; 3) Preparação de dois *role-plays* sobre situações reais no mundo empresarial, a saber: a melhor forma de lançar um produto para o mercado e a permanência ou não de um funcionário numa empresa. Objectivo: Desenvolver a capacidade e aptidão de escutar com uma atitude crítica e de negociar sentidos (6º objectivo do curso).

Visto tratar-se de um Curso de Comércio Internacional, um dos objectivos que pretendemos incutir nos formandos foi desenvolver o interesse em pesquisar sobre factos, comportamentos em diferentes culturas. Tal como MacDonald e O'Regan (2009: 14) afirmam: "In the quest for intercultural knowledge we thus favour the multiple over the singular, the variable over the stable, and the mess over the arranged" e por nos situarmos num contexto internacional, "[i]ntercultural behaviour (...) is based on the recognition of each other's nationality and the attempt to behave assuming those national cultures as referents. Intercultural attitude (...) means an attitude of respect to those national cultures. In this sense, this scenario is intercultural because it is international" (Sáez, 2002: 108).

Assim sendo, o arranque foi dado com a elaboração de um PowerPoint, e respectiva apresentação oral pelos formandos. Estes tiveram a possibilidade de se

apoiarem num documento (Anexo 10) que lhes forneceu pistas para o aprofundamento nas áreas dos costumes e da negociação dos países escolhidos, a saber, Cabo Verde, China, Espanha, Guiné Bissau, Índia, Israel, Japão, Marrocos, Noruega, Portugal e Rússia. Efectivamente, a elaboração dos PowerPoints, e toda a recolha de dados em volta da mesma, permitiu aos grupos pesquisarem sobre a forma como uma reunião de negócios é conduzida nos países escolhidos e, aquando da apresentação, consciencializarem-se das diferenças. No entanto, os trabalhos também focaram outros elementos que nos pareceram importantes tais como a localização geográfica, alguns dados referentes à demografia e à sociedade, por exemplo. Assistimos também à comunicação desse conhecimento, por parte dos formandos aos outros grupos, sobre aspectos de uma cultura até então desconhecida. O anexo 11 é um exemplo do trabalho realizado nesta fase da formação.

Seguiu-se a análise de documentos referentes a dois modelos que caracterizam a cultura das empresas. Uma vez que o trabalho anterior tinha dado especial ênfase à forma como se prepara uma reunião de negócios nos diferentes países, pareceu-nos essencial fazer a ponte para uma análise mais aprofundada sobre a ligação entre a cultura dos países em causa e a forma como se conduz uma reunião de negócios. Para tal, escolhemos dois autores, Mole e Hall, que utilizam dimensões diferentes para caracterizar as culturas das empresas (Anexo 12). Mantendo os mesmo grupos aquando da apresentação dos PowerPoints, os formandos escolheram o modelo que achariam o mais adequado no processo de uma negociação referente ao seu país fictício. Ao lermos os exemplos que se seguem, poderemos afirmar que o objectivo para esta etapa foi atingido visto que os formandos conseguiram relacionar os pontos mais importantes na condução de uma reunião de negócio no país escolhido com os princípios preconizados pelos autores:

Country: Morocco. (...) Be prepared to be interrupted and talk about other subjects. You should wait patiently and then summarise where stopped. It is important to build a good relationship because they prefer to know well their business partners before they sign a contract. The final contract is always negotiable even though the decisions are very slow. (...) Moroccans pay special attention to religion so try to avoid meetings around prayer times. (...) **According**

to the Hall model, there are two models of business culture: High-Context and Low-Context cultures and the main difference is the way of communication. In High-Context cultures, people speak indirectly and they consider being direct as rude. (...) **In our opinion, a High-context culture is adapted to the Moroccan way of conducting business.** (Mrs Shata Abeer e Mrs Johanna van Zyl – Anexo 13).

Country: Norway. **In Norway, it would be more common to apply the Mole model because the leadership style is group-based where the major decisions in the companies are normally taken by consensus between employers and employees.** Another part of the Mole model that would be applicable to Norway is related to the companies structure, more associate with organic structures. The organic structures are more decentralized where the rules, roles and relationships inside the companies develop naturally without rigid hierarchies, where the individual has more freedom to express his/her opinions inside the company⁵ (Mr. Jurgen Kahn – Anexo 13).

O momento seguinte foi dedicado à elaboração de dois *role-plays*, cujos objectivos foram o de aplicar as competências de negociação numa reunião dentro de uma empresa, utilizando a linguagem adequada para o efeito. A escolha dos materiais e didactização respectiva foi conduzida no sentido de envolver os formandos em assuntos que estariam, cada vez mais, próximos de situações reais. Os anexos 14 e 16 apresentam um leque variado de segmentos lexicais que os alunos utilizaram ao realizarem os *role-plays*. Como sabemos, esta técnica permite ao aluno desenvolver as suas competências linguísticas, desenvolver a aptidão de escutar com uma atitude crítica, a capacidade de negociar sentidos e interagir de forma espontânea, ferramentas essenciais para formandos que serão integrados no mundo de trabalho como técnicos de comércio internacional. A capacidade de negociar sentidos foi fundamental nesta fase porquanto iria ter repercussões na fase final aquando da simulação. Os *role-plays* deram espaço para que os formandos pudessem clarificar, parafrasear, confirmar o que

⁵ As frases a negrito foram introduzidas pela autora do trabalho.

cada um estava a dizer no sentido de esclarecer alguns mal-entendidos a nível dos significados.

No primeiro *role-play*, tivemos como cenário uma empresa imaginária (Worldbeater), constituída por vários departamentos (Board of Directors; Marketing Department; Finance Department e Research and Development Department). Os formandos debateram-se sobre a melhor estratégia para o lançamento de um novo produto, neste caso, uma nova raquete de ténis nos Estados Unidos. O relatório final encontra-se no anexo 15. No segundo *role-play*, em grupos de 2 elementos, os formandos tentaram encontrar a solução para manter um funcionário numa empresa e o anexo 17 é um exemplo de um dos grupos. Consideramos que os objectivos propostos para estas tarefas foram atingidos. O motivo que nos leva a não nos expandir na análise dos *role-plays* deve-se ao facto de esta investigação ter a tónica na tomada de consciência por parte dos formandos da importância do factor intercultural. No entanto, desenvolver competências de comunicação oral e escrita da língua inglesa para fins específicos (neste caso, área de comércio internacional) é obrigatório: “...**the linguistic competence** [is] needed to communicate in speaking or writing, to formulate what [the students] want to say/write in correct and appropriate ways” (Byram, Gribkova e Starkey, 2002: 9-10).

3. 3. 4. Quarta fase – “International Car Marketing Conference”

A quarta fase foi composta de três momentos: a da preparação, a simulação e as actividades pós-conferência:

Preparação - Tivemos em mente os seguintes objectivos: 1) desenvolver uma aprendizagem colaborativa e autónoma (objectivo nº 7 do curso); 2) reflectir sobre a sua identidade cultural – e a do Outro - com vista à construção de um relacionamento intercultural eficaz (objectivo nº 8 do curso) e 3) adquirir conhecimentos de cariz intercultural que potenciasssem atitudes de cooperação num contexto de organizações internacionais (objectivo nº 9 do curso).

Coloquemos a seguinte questão: os objectivos propostos seriam alcançados no final desta fase?

Debrucem-nos, por instantes, sobre os passos que os formandos tiveram de dar para preparar a simulação. Facultámos aos formandos uma sala de computadores e 14 (catorze) horas para poderem recolher dados referentes a possíveis *joint-ventures* no mercado dos automóveis nos continentes e na região que iriam representar, a saber, África, Ásia, Europa e Médio Oriente.

A escolha dos países esteve ligada à actividade anteriormente realizada – apresentação oral em PowerPoint de alguns países. Ao juntar os países aos continentes correspondentes, os grupos estavam formados tendo ocorrido apenas uma mudança. Os grupos que tinham apresentado os trabalhos sobre Marrocos e Israel ficaram sem um dos elementos na medida em que precisámos de dois mediadores com capacidades organizacional e de comunicação boas.

Os restantes grupos fizeram uma pesquisa sobre vários pontos que lhes iriam ser úteis aquando da simulação: revisão da forma como se conduz uma reunião de negócios; recolha de informação sobre o mercado automóvel nos continentes e na região em causa; análise SWOT e *joint-ventures* realizadas e por realizar. Os mediadores foram recolhendo essa informação, pois teriam a função de conduzir a reunião, ao mesmo tempo que elaboraram uma bateria de material com o objectivo de contextualizar a conferência.

Gostaríamos de deixar aqui algumas notas referentes a esses documentos. Numa primeira fase, todos os formandos tiveram que criar nomes fictícios. Foi-lhes entregue um documento (Anexo 18) para esse efeito. Como resultado, foi elaborada uma lista (Anexo 19) utilizada durante todo este processo. A partir desse momento, cada formando soube que teria de encarnar um determinado papel e o factor surpresa, criado pelos facilitadores, teve um efeito positivo, promovendo ainda mais a cooperação e a colaboração. Vejamos de que forma o imprevisto foi surgindo. Seguiu-se a fase de anunciar o local e a data da realização da Conferência. Os facilitadores introduziram esses elementos na primeira página dos jornais *Financial Times* e *Guardian*, colocando-as em dois locais estratégicos no Centro de Formação: na sala de aula e na sala de convívio. Mais tarde, os formandos receberam o convite (Anexo 20) e o programa da conferência (Anexo 21) através da secretária do Centro. No final da conferência, foi entregue a cada participante um *souvenir* (um porta-chaves) e um

certificado de presença (Anexo 22). Durante a conferência, houve o cuidado de se criar uma dinâmica mais natural do que a dinâmica artificial da sala de aula e como tal não só a disposição das mesas foi alterada (forma circular), como vários objectos estiveram disponíveis para todos os participantes: desde as creditações (Anexo 23) até aos blocos de notas, lápis ou mesmo os rótulos das garrafas de água com o logotipo da conferência. Ao envolverem-se directamente na construção deste evento, os formandos seguiram os seus próprios interesses, deixando espaço à sua criatividade e, efectivamente, poderemos afirmar que, ao encorajá-los a descobrir os factos e a definir um plano de trabalho, foi uma excelente forma de se tornarem autónomos, procurando as melhores soluções, tendo recorrido ao formador apenas esporadicamente.

Efectivamente, esta fase de preparação permitiu aos formandos de pesquisarem sobre as melhores estratégias a adoptar para negociar com outros países, tendo sido a reflexão e a aquisição de conhecimentos sobre outras identidades culturais e a sua própria identidade pontos fulcrais (objectivos nº 8 e nº 9 do curso); Os formandos estavam conscientes que iriam representar um país/região num contexto muito particular. Daí que tenha sido visível a necessidade de trabalharem em conjunto, enquanto grupo, mas também de procurarem partilhar informações com os outros grupos pois essa colaboração permitiu-lhes assimilar mais facilmente os papéis que iriam desempenhar (objectivo nº 7 do curso).

Simulação - O segundo momento foi inteiramente dedicado à simulação (Anexo 24). Foi, sem dúvida, a actividade que considerámos propícia para a criação de uma atmosfera onde se conjugaram todos os objectivos propostos no início deste curso e daí ser alvo de análise no capítulo seguinte. No entanto, apresentamos, ainda que de forma breve, as repercussões que a simulação teve neste grupo de formandos.

A língua inglesa foi utilizada como um meio de comunicação e de mediação, como uma “grande unidade comportamental que consiste em elementos verbais e não verbais, [...] [colocando-a] em um contexto de situação” (Bork, 2010: 137). Estivemos perante um grupo muito coeso, cujo grau de autonomia foi visível, uma vez que o formador foi um observador e encarnou o papel de secretária dos facilitadores (Anexos 19 e 23). Durante uma manhã e uma tarde, perfazendo o total de 7 (sete) horas, toda a actividade foi centrada nos formandos. Houve espaço para várias vozes. A divergência

de opiniões, a necessidade de ouvir o outro, o imprevisível, a imaginação, a criatividade, a adaptação a novas situações, o correr riscos, o conflito, as decisões estratégicas e táticas tornam-se o cerne da simulação. Os formandos foram participantes de um acontecimento e modelaram o seu percurso pois tinham papéis, funções, deveres e responsabilidades dentro de uma determinada situação que envolvia a resolução de um problema. Convocamos Al-Issa quando diz que é necessário confrontarmo-nos com o conflito, analisando-o para depois podermos caminhar em direcção à cooperação (2005: 150).

Actividades pós-conferência - O trabalho de “follow-up”, ou seja, as actividades que foram realizadas após a tarefa principal de simulação, compreendeu duas tarefas dedicadas à escrita: um relatório sobre a conferência que cada grupo imaginaria levar para os seus respectivos países e o preenchimento individual de um inquérito referente ao balanço da mesma.

1) Os relatórios, feitos em grupo, obedeceram aos seguintes itens: “I. Introduction; II. The goals of each country; III. Possible Joint-Ventures that were signed or will be signed; IV. Personal impressions about the Conference; V. Conclusions and Recommendations for the next Conference” (Anexo 25);

2) O inquérito (Anexo 26) é composto de três partes: a primeira apresenta uma lista de descritores associada aos continentes/região presentes na conferência de modo a que os formandos pudessem seleccioná-los de acordo com a forma como “viveram” a conferência; a segunda parte solicita a cada formando a sua perspectiva em relação a diferenças culturais. Na terceira parte, os formandos registaram algumas sugestões para uma futura conferência.

Capítulo IV: RESULTADOS DO PROJECTO DE INVESTIGAÇÃO

4. 1. Descrição e análise de dados

Em termos da análise de dados, optámos pela combinação do método qualitativo e quantitativo. Recolhemos dois instrumentos - a simulação e o inquérito - que revestem características de ambos os métodos e que se interligam na medida em que o primeiro foi o resultado de todo um trabalho realizado com os formandos e o segundo for a reflexão que eles fizeram dessa actividade.

Uma das funções do método qualitativo é tentar explicar as razões ou associações de um fenómeno. A investigação pode ser realizada no local e a observação irá permitir registar e analisar comportamentos e interacções à medida que elas ocorrem (Ritchie e Lewis: 2003: 27, 34, 35). Estaremos a dar ênfase ao processo que, fundamentado na realidade, é descritivo. A partir da nossa amostra, poderemos estabelecer correlações entre variáveis. Quanto ao método quantitativo, estamos perante uma medição rigorosa, controlada. Haverá uma análise estatística que será complementada por descrições feitas pelo investigador. A selecção da amostra será representativa da população em estudo.

A preparação para a análise da simulação teve como base no documento *Framework of Reference for Pluralistic Approaches to Language and Cultures* (Candelier: 2003). A partir desse documento, criámos a grelha com as categorias que iriam servir de apoio para a análise da simulação (Anexo 28). Focámos a nossa atenção em três (3) categorias pré-existentes - *attitudes, knowledge e skills* - escolhendo as mais adequadas e reformulámos algumas no decurso da análise.

O feedback da simulação pelos formandos foi-nos dado através das suas respostas a um inquérito (Anexo 27). Este instrumento permitiu-nos captar a opinião dos formandos relativamente à forma como se sentiram durante a conferência e o modo como interpretaram essa experiência. O inquérito, cuja grelha foi formulada a partir do document de Al-Issa, 'When the West Teaches the East: Analyzing Intercultural conflict in the Classroom' (2005), permitiu a verbalização dessa experiência, a passagem da análise da experiência colectiva a uma percepção mais

individualizada da forma como decorreu essa experiência. O intervalo entre a simulação e o preenchimento do inquérito, a saber 3 (três) dias, permitiu aos formandos distanciarem-se e avaliar as atitudes que tomaram.

Apoiar-nos-emos nesses dois instrumentos – registo áudio da simulação, cujas transcrições se encontram no anexo 24, e do inquérito - para a análise de conteúdo. Os dados recolhidos serão sujeitos a um tratamento qualitativo, podendo desta forma comentar-se as frases reagrupadas nas diferentes categorias. Haverá, no entanto, a presença de um quadro quantitativo no inquérito. Este ajudar-nos-á a confirmar as ideias identificadas enquanto grupos e individualmente. A definição de categorias sistematizará a informação dos dois momentos acima referidos e poderemos, desde já, antecipar que as conclusões são bastante semelhantes.

Como ponto de partida, analisaremos a 1ª parte do inquérito pois acaba por fazer a síntese da posição tomada pelos grupos durante a conferência. Esta parte é constituída por um quadro com categorias seguida de exemplos que ilustram algumas dessas categorias. Cada formando teve a possibilidade de escolher 5 (cinco) itens para comentar. Seleccionaremos as categorias com mais pontuação referentes a cada continente/região. Como suporte para justificar a qualificação atribuída, completamos com exemplos que ilustram a forma como cada formando se viu a desempenhar um determinado papel durante a conferência e a posição de cada um durante a mesma em paralelo.

4. 2. Interpretação dos resultados

Passemos então ao quadro do inquérito. Tendo a conferência sido realizada por 5 grupos, analisaremos os resultados obtidos por cada grupo, referindo as categorias que obtiveram mais pontuação.

As categorias com mais pontuação atribuídas ao continente africano foram as seguintes: “conservative attitude”; “consensus group”; “narrow-minded”; “open attitude”; “open to compromises”; “silence” e “uncertainty”.

Efectivamente, ao longo da conferência o grupo que representou a África optou por uma atitude conservadora, insistindo no facto de não precisar de ajuda dos outros continentes para a assinatura de joint-ventures – tendo sido esta atitude considerada pelos outros grupos de “narrow-minded”, como nos exemplos seguintes: “Africa expressed this attitude by constantly saying: “Africa just focused on South Africa instead of seeing the whole continent which is still poor apart from S.A” (Formando 13)⁶ ou ainda “Africa was a difficult group. They kept on saying: “We got it all in Africa. They lost the objective of what was undertaking joint ventures.” (Formando 12). O discurso proferido pelo Continente Africano foi nitidamente o de um grupo coeso, cujas decisões foram tomadas em unísono. Manifestaram-se através do silêncio durante uma parte considerável da conferência e hesitaram perante as propostas vindas dos outros grupos. No final, acabaram por assinar alguns acordos.

De facto, a descrição que os outros fizeram deste grupo foi claramente o considerarem que África teve uma atitude de superioridade. Durante praticamente toda a conferência, os outros grupos não conseguiram distanciarem-se o suficiente para perceberem que o silêncio tinha sido a estratégia adoptada por esse continente para poder negociar de forma ponderada.

Passemos ao continente asiático. Desta vez, as categorias seleccionadas foram as seguintes: “changing attitude/mood”; “confrontation”; “face saving”; “narrow-minded”; “rage” e “tense”.

O grupo que representou a Ásia foi aquele que mais tentou respeitar a forma como se conduz uma reunião de negócios e os costumes asiáticos: o respeito pela hierarquia dentro do grupo foi visível para os restantes grupos: “Asia was very formal. The bosses in the front and the other members behind” (Formando 8). Por outro lado,

⁶ Sempre que aparecer a referência (Formando X), significa que o exemplo é retirado do inquérito (Anexo 43); quando nos aparece o nome fictício do formando, seguido das siglas “OS / SPP / 3rd p. – 3.1 / 3rd p. – 3.2 / 3rd p. – 3.3 / 3rd p. – 3.4 / 3rd p. – 3.5 / FS ” significa que os exemplos são retirados da simulação (Anexo 42). A Conferência está dividida em 4 (quatro) partes. Vejamos a que parte correspondem as siglas referidas anteriormente: **OS** (Opening Speeches); **SPP** (Speeches with the support of PowerPoints); **3rd p. – 3.1** (Discussion 1); **3rd p. – 3.2** (Discussion 2); **3rd p. – 3.3** (Discussion 3); **3rd p. – 3.4** (Discussion 4); **3rd p. – 3.5** (Discussion 5); **FS** (Final Speeches).

foi o grupo que provocou o conflito ao lançar uma proposta imprevisível: “It was obvious that Asia was looking for confrontation, proposing joint-ventures in which they would have more than 70%” (Formando 1). A partir desse momento, o confronto, a raiva, e alguma tensão latentes encorajaram o debate de interesses: “The Asian group searched for confrontation. Their ideas were offensive” (Formando 13). Se alguns elementos os consideraram “narrow-minded” (“Asia tried to persist with their own ideas for a long time (...)”) (Formando 8), o grupo em questão foi digerindo a tensão causada, moldando-a segundo os seus próprios interesses quando se apercebem que tinham tomado uma atitude demasiado hostil. Até ao final, mantiveram sempre uma certa distância e conseguiram apresentar algumas propostas convincentes, o que lhes permitiu sair da conferência com o sentido do dever cumprido. No discurso final, todos os continentes estiveram incluídos nas propostas do continente asiático.

Conceitos como o respeito pela posição que se tem na empresa ou o de harmonia, foram os princípios por que se orientou o grupo asiático ao longo de toda a conferência. Os seus elementos conseguiram relacionar e interrogar sobre a cultura que estiveram a representar e ao tomarem consciência da importância das atitudes e comportamentos da cultura em questão, podemos afirmar que assistimos a um exemplo de *savoir apprendre/faire*. Ilustremos esta nossa posição com alguns exemplos retirados da conferência: “We want a harmonious environment and all countries working together” (Ms. Bhadra – OS); “As far as I know, we are here to work together, to achieve certain country terms and to achieve cooperation (...)” (Mr. Feng Hau Nu - 3rd p. – 3.1) ou “As Vice-President of ACMA, I have to respect my superiors and President Feng Hau. He takes the decisions and I have to respect him.” (Mr. Raffaeru Suwatari - 3rd p. – 3.5).

Para a Europa, as categorias foram as seguintes: “attitude of rejection”; “break barriers”; “competition”; “open to compromises”; “persistence”; “pride” e “rage”.

Os formandos pertencentes ao grupo da Europa, optaram por representar uma empresa e não um continente: “We are here to present our company and we are going to introduce our projects too(...)” (Mr. Nicolas de Villepin – OS – line 54), o que levantou de imediato algumas interrogações, vindas de todos os grupos. Mesmo sendo alvo de críticas, mantiveram-se firmes na opção que tomaram. O grupo apareceu na

conferência convicto que melhoraria as condições das empresas europeias com a assinatura de *joint-ventures*. Esta atitude manteve-se até ao final da conferência, nunca perdendo de vista o facto de poderem criar postos de trabalho mesmo enfrentando graves problemas económicos: “Europe saw more than money. They were concerned about the social aspect. They fought to keep the factories in Europe” (Formando 13).

A característica mais evidente deste grupo foi a persistência que acabou por se revelar negativa. Não abandonaram os seus ideais, sabiam exactamente o que pretendiam e, contrariamente aos outros grupos, não se notou a predisposição em adaptar o seu comportamento. Centrou-se demasiado na sua própria cultura e não fez um esforço por perceber as intenções do(s) outro(s).

Chegamos ao penúltimo grupo, constituído por um elemento: a região do Médio Oriente. As categorias com mais cotação foram quatro: “indirect communication”; “interviewing the others”; “listening to others” e “relaxed”.

Este formando optou por participar na conferência como analista. Teve um papel preponderante na medida em que foi fazendo o ponto da situação, colocando perguntas aos outros grupos. Atribuindo-se este papel, construiu um espaço propício à análise dos vários cenários que se iam debatendo: “My research and conclusions will certainly be very useful for those who are interested in this” (Mr Jeremy Pt – OS) ou “It is not me that is going to make the strategy, I’m just here, here to advise” (Mr. Jeremy Pt - 3rd p. - 3.1). No discurso final, e mantendo o papel de analista, fez um balanço onde salientou não só os possíveis acordos com cada continente mas também deixando algumas sugestões.

Podemos dizer que este elemento foi completo em termos de competências interculturais. Estando ciente do seu papel, mostrou-se distante dos seus próprios valores e crenças, tendo tido a capacidade de compreender o outro. Podemos mesmo afirmar que estivemos perante alguém que conseguiu envolver-se na prática da sua e da dos outros mostrando sempre serenidade e capacidade de compreensão.

O último grupo, constituído pelos mediadores, obteve pontuação máxima na categoria da hospitalidade: “The facilitators really did a good job in receiving all the guests. They provided everything needed in order to the Conference went well.

Everything planned, even small details” (Formando 7). Seguiram-se outras categorias: “encourage confidence”; “eye-contact”; “formal and distant”; “linear logic thinking”; “listening to others”; “respect of age” e “respect directness”.

Efectivamente, durante a conferência, os mediadores desempenharam um papel fundamental. Mantiveram-se imparciais, valorizaram a diferença de opiniões, conduziram os elementos para o mesmo fim, ou seja, a eventual assinatura de *joint-ventures*, estando atentos às divergências e colocando questões pertinentes antes dos intervalos, de forma a que, durante os mesmos, algumas decisões pudessem ser tomadas. “(...) [They were able] to engage with complexity and multiple identities” (Byram, Gribkova e Starkey: 2002:9).⁷

Após esta análise, gostaríamos de reforçar a importância do trabalho realizado até à simulação e a própria simulação com o apoio de Reid que destaca três fases fundamentais neste processo de colaboração (inter)cultural:

A primeira – “**Acquisition** – Learning (...) consist[s] (...) of acquiring contextual information about the “alien” culture with which the participants are working” (2009: 5) - está efectivamente em ligação com as tarefas da 1ª fase onde foi fundamental relacionar e interrogar a sua cultura e outras culturas;

A segunda - “**Awareness**. This consists of (...) developing self-awareness and reflection on experience. (...) Self-awareness is supported by developing a habit of conscious reflection on experience. (...) The participant[s] are able to become more interculturally effective by refining their understanding and ability to respond to the behaviour of others” (ibidem: 6) pode ser aplicada a todo o percurso feito pelos formandos durante a 2ª fase cujos objectivos foram mais longe, na medida em que se lhes foi pedido que desenvolvessem a capacidade de compreender atitudes e comportamentos de diferentes culturas;

⁷ Não poderemos terminar esta secção sem deixar aqui a seguinte informação: durante o curso, dois formandos inscreveram-se na ILNOVA da Universidade Nova de Lisboa no sentido de aprenderem uma nova língua estrangeira, a saber, o Mandarim e um deles candidatou-se, com sucesso, ao Curso de Relações Internacionais, também na mesma Universidade. Não só se aperceberam da importância da aprendizagem das línguas para o seu futuro como técnicos de Comércio Internacional como a necessidade de prosseguirem os estudos.

Finalmente a 3ª fase - **Embedding**.

(...) we are also concerned with group and organisational learning – the way in which project teams (...) might share this individual learning and become more effective in managing intercultural collaboration. The link between [the two modes] is through the explicit sharing of learning and (...) co-operative reflection that enables the embedding of learning into the procedures, systems and cultural norms of the larger organisation (ibidem: 6).

A conferência foi a tentativa de se chegar a esta fase; como acabámos de ver pela análise feita a cada um dos grupos, alguns elementos atingiram este estágio, outros ficaram aquém.

Aliás, da análise da conferência, poderemos reflectir sobre dois tipos de atitudes:

1) os formandos que conseguiram relativizar os seus próprios valores, crenças e comportamentos e que se descentraram. Revelaram *savoir apprendre/faire* – a capacidade de adquirir novos conhecimentos sobre práticas culturais e aplicá-los aquando de uma interacção (referimo-nos sobretudo ao grupo da Ásia); e ainda mostraram *savoir s’engager* – a capacidade de avaliar, de forma crítica, práticas da sua cultura e das do outro (Byram, Gribkova e Starkey, 2002: 12-13) e aqui daríamos especial ênfase ao elemento da região do Médio Oriente e aos mediadores da conferência.

2) a maioria dos formandos não conseguiu a conjugação destes *savoirs*, ficando-se no *savoir comprendre* – a capacidade de interpretar um documento, um acontecimento de outra cultura, explicando-os e associando-os às suas próprias vivências - o que foi alcançado nos primeiros objectivos do curso sobretudo na segunda fase, aquando da análise dos textos sobre alguns incidentes culturais.

Quanto à análise feita aos inquéritos, houve formandos que deram mais ênfase ao papel que estiveram a representar e que não notaram grandes discrepâncias entre as culturas aí representadas; outros confirmam-no afirmando que o assunto da conferência não os fez viver verdadeiros desafios culturais; outros ainda que

necessitariam de mais tempo para encarnar com mais intensidade o papel que lhes tinha sido atribuído.

Se puderam discutir diferenças culturais? Afirmam que estavam demasiado concentrados no tópico e que tinham podido discuti-las na altura das apresentações orais dos Powerpoints: “No, I don’t think so. [The differences between cultures] were more present on the oral presentations. The differences were portrayed during the negotiations but no direct talk about them” (Formando 5) ou “Most just defended their goals without thinking about culture” (Formando 13) ou ainda “ Sometimes I tried by being in silence and just talked when it was necessary but in a discussion and being from another culture, it’s difficult to be a character” (Formando 12).

4. 3. Limitações do estudo de caso e sugestões

Neste espaço abordaremos as limitações técnicas do estudo e, simultaneamente, apresentamos sugestões que poderiam ajudar a colmatar esses constrangimentos e completar o estudo.

O balanço final deste trabalho relativamente aos objectivos propostos para este projecto de estudo será o objecto da conclusão.

Se seis meses de trabalho podem parecer suficientes para pôr em prática os nossos objectivos, também sabemos que, após a simulação, os formandos deveriam ter tido um tempo para digerir o que aprenderam no sentido de encontrar vantagens e desvantagens nesta experiência de comunicação. Tal como foi referido, o *feedback* foi-nos facultado através de um inquérito e de um relatório. Teria sido interessante se, em sala de aula, o grupo pudesse ter tido tempo para partilhar ideias a partir desses dois documentos. O ideal seria o seguimento deste estudo após um ano – reunir os formandos depois da sua primeira experiência profissional e entrevistá-los sobre o grau de relevância que este curso teve no primeiro confronto com o mundo empresarial.

Se algum trabalho em relação à língua inglesa poderia ter sido mais aprofundado, também teria sido interessante se os outros módulos das UFCD pudessem ter sido trabalhados ao mesmo tempo dos módulos de Língua Inglesa, por exemplo, o

módulo de “Gestão e Comunicação Intercultural” pois seria uma excelente forma de aprofundar alguns temas relativos à comunicação intercultural.

Os dados deste estudo de caso são relativamente pequenos e a recolha foi feita por um formador de um curso num centro de formação, o que interferiu, obviamente com a questão da objectividade. Temos a noção de que se trata de uma limitação assumida na modalidade de estudo de caso com estas características. Seria eventualmente interessante aproveitar este plano de trabalho e partilhá-lo com outros formadores que leccionam os mesmos módulos noutros centros de formação para a realização de um estudo comparativo.

A questão da objectividade levanta-se também noutra dimensão. Ainda que no decorrer do curso se tenha reunido muitos trabalhos escritos, e a conferência esteja transcrita, fomos simultaneamente investigador/observador e participante activo ao longo do tempo em que decorreu o curso. Uma sugestão que deixamos seria a de conduzir este estudo não com um investigador, mas com dois, cabendo ao segundo a exclusiva função de observador externo, complementando-se com a filmagem da conferência. Daqui resultaria uma análise de dados muito mais aprofundada. Quanto à transcrição da conferência, é importante salientar que aquela foi feita após a conclusão do curso. O acesso, por parte dos formandos, das filmagens e de partes consideradas pertinentes da transcrição, teria sido enriquecedor em duas vertentes:

- 1) se os formandos pudessem visionar a conferência, poderíamos ter trabalhado a linguagem não-verbal, fundamental na comunicação intercultural;

- 2) se as partes mais significadas da transcrição da conferência pudessem também ter sido facultadas, poderíamos ter feito um trabalho no domínio da “interlanguage”, ou seja, independentemente do nível de proficiência que o um aluno numa determinada língua estrangeira possua, o seu sistema linguístico estará sempre presente. Obviamente que este sistema está em permanente mudança, aproximando-se de um falante nativo ou, por vezes, poderá regredir e mesmo fossilizar devido a inúmeras razões. Deste modo, exemplos como “I **need to** know if you are really interested in setting up some joint-ventures or just here to see”. (Mr. Mohamed Abdel Rahman - 3rd p. - 3.5) ou “As a Vice-President of ACMA, I **have to** respect my superiors and President Feng Hau (...)” (Mr. Raffaeru Suwatari - 3rd p. – 3.5) ou ainda “They **need**

to agree on joint-ventures but China wants to sell their own brands around the world.” (Mr. Jeremy Pt - 3rd p. – 3.3) poderiam ter sido analisados no sentido de perceber se os formandos sabiam a função da utilização dos verbos (em negrito) naquele contexto ou se a sua língua materna tinha sido um impedimento para a verbalização correcta da ideia a proferir.

O tema da simulação terá sido o mais adequado para os aspectos interculturais sobressaírem? Aqui, mais uma vez, a colaboração com outro investigador poderia dar frutos no sentido de se colocarem em cima da mesa várias propostas a serem discutidas. Outra hipótese seria a de, num dado momento do curso (por exemplo, a seguir à apresentação dos Powerpoints), passar-se um questionário aos formandos sobre qual o tema da conferência que achariam mais eficaz para trabalhar a componente da interculturalidade.

CONCLUSÕES

Ao tentar conciliar o desenvolvimento das competências de comunicação oral e escrita da língua inglesa para fins específicos com a promoção da consciencialização intercultural num contexto profissional, e recorrendo nomeadamente à simulação, elaborou-se um curso que pretendesse que os formandos pudessem tomar consciência que, independentemente do grau de proficiência de uma língua estrangeira e da consciência intercultural, haverá sempre aspectos a serem aprofundados no domínio da competência intercultural no momento em que se inserem no mundo do trabalho.

Os objectivos desta investigação consistiram em explorar: 1) de que forma (professor e alunos) podem promover e desenvolver a competência intercultural e centrar-se nas responsabilidades comunicativas no contexto do ensino do Inglês num curso de Comércio Internacional; 2) de que forma as abordagens usadas podem facilitar o desenvolvimento/ a aquisição de aptidões de competência intercultural e linguagem profissional. Estes objectivos nortearam a planificação de um curso de 125 horas de Comércio Internacional que teve subjacente os princípios preconizados por uma abordagem centrada no aluno e pelo ensino-aprendizagem baseado em tarefas num perspectiva de consciencialização intercultural e competência intercultural.

Os objectivos concretos deste estudo de caso foram:

1) explorar de que forma (professor e alunos) podem incorporar e desenvolver a competência intercultural e centrar-se nas responsabilidades comunicativas no contexto do ensino do Inglês num curso de Comércio Internacional;

2) explorar de que forma as abordagens usadas podem facilitar a aquisição de aptidões de competência intercultural e linguagem profissional.

A planificação do curso foi no sentido de se alcançarem estes objectivos. O encadeamento das tarefas reflectiu um processo de aproximações sucessivas, começando por pequenos exercícios de reflexão individual e, passo-a-passo, introduziu-se trabalhos de grupo e de maior grau de exigência. No Capítulo III fomos apresentando estas tarefas e como se foram cumprindo os objectivos do curso – tal como foram traçados, globalmente apontavam para os objectivos do estudo. Podemos dizer que,

através da gradação das tarefas, foi explorado, de forma satisfatória, o desenvolvimento da competência intercultural e as responsabilidades comunicativas, bem como da linguagem profissional.

Quanto ao 2º objectivo, acreditamos que a abordagem Task-based Learning/Teaching, nomeadamente a simulação, mostrou-se eficaz – e se juntarmos o agrupamento dos formandos em grupos de 4, promovemos a interacção e responsabilidade comunicativa. Temos alguma reserva no que respeita ao *role-play*. Ainda que tenha dado frutos na 3ª fase do curso (incluindo também o enriquecimento da linguagem profissional), a nossa interrogação prende-se com a conferência em si. Já no capítulo anterior levantámos a questão da escolha do tema para a simulação. Aqui cabe reflectirmos sobre a própria abordagem. É, sem dúvida, um potenciador fortíssimo da componente “responsabilidade comunicativa”. Em relação à “componente intercultural” várias dúvidas se colocaram na análise de dados. Para os formandos, o trabalho exploratório das culturas que iriam representar (apresentado em Powerpoints) foi mais relevante na consciencialização intercultural do que a conferência propriamente dita.

Claro está que a “responsabilidade comunicativa” (cujo *role-play* foi a abordagem onde este factor se desenvolveu de forma mais evidente) é uma das ferramentas essenciais para a consciencialização intercultural. Podemos também colocar a hipótese de o tempo do curso não ter sido suficiente para desenvolver nos formandos uma maior interiorização das culturas que iam representar. No entanto, fica por explorar se é a estratégia mais adequada para o desenvolvimento específico da “componente intercultural”.

No Capítulo II tecemos as linhas teóricas subjacentes ao trabalho de planificação e organização do módulo que iria ser objecto de análise no estudo de caso. Optámos por duas abordagens, a saber, Task-based Learning / Teaching (TBLT), Learner-Centred Learning (STL). Ao implementar as tarefas que concebemos, os formandos puderam ter um papel activo na resolução das mesmas, abrindo-lhes portas para o contacto com outras culturas onde o diálogo com o outro foi uma constante, dando-lhes a oportunidade de questionar e interpretar novas realidades. O *role-play* e a simulação

iriam ser os meios concretos de promoção das aprendizagens previstas, uma vez que se pretendeu aumentar a autonomia, diminuindo a intervenção do formador.

Quanto a sugestões, foram unânimes ao dizer que a simulação os preparou para eventuais situações no futuro. Quanto à língua inglesa, as várias competências estiveram presentes.

A nosso ver, este trabalho contribuiu para que os formandos adquirissem conhecimentos de cariz intercultural que potenciaram atitudes de cooperação num contexto de organizações internacionais. Os formandos valorizaram essa aprendizagem pois estimulou o desenvolvimento da autonomia e da confiança.

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APÊNDICES

ANEXO 1

COMÉRCIO INTERNACIONAL

COMPONENTES DE FORMAÇÃO	UNIDADES DE FORMAÇÃO DE CURTA DURAÇÃO (UFCD)	DURAÇÃO (Horas)
FORMAÇÃO GERAL E CIENTÍFICA	Português e Técnicas de Comunicação Empresarial	25 H
	Inglês	25 H
	Comportamento Humano nas Organizações	50 H
	Segurança, Higiene e Saúde no Trabalho	25 H
	Comércio e Organização	25 H
Sub total		150 H
FORMAÇÃO TECNOLÓGICA	Marketing e Estudos de Mercado	50 H
	Competências em Informática	50 H
	Gestão De Sistemas de Informação	25 H
	Relações Comerciais: Prospeção	50 H
	Relações Comerciais: Propostas de Instrumentos de Gestão e Monitorização da Actividade Comercial	25 H
	Técnicas de Negociação e Venda	50 H
	Pós-venda: Fidelização de Clientes e Gestão de Reclamações	25 H
	Gestão das Importações e Aprovisionamentos	50 H
	Aprovisionamentos: Novas Tecnologias e Instrumentos de Gestão de Compras	25 H
	Comércio Internacional: Enquadramento	50 H
	Comércio Internacional: Operações Financeiras e Sistemas de Seguros	50 H
	Comércio Internacional: Fiscalidade e Gestão dos Riscos	50 H
	Comércio Internacional: Incoterms	25 H
	Espanhol Básico	50 H
	Espanhol Aplicado	50 H
	Inglês Empresarial	50 H
	Inglês Comercial	50 H
	Gestão e Comunicação Intercultural	50 H
	Direito Internacional	50 H
	Economia Internacional	25 H
Sub total		850 H
Formação Prática	Contexto de Trabalho	504 H
TOTAL		1504 H

ANEXO 2



International Trade – English - 7th November 2011

Task: Individually and afterwards in groups compare and analyse the commonalities and differences of various interpretations and perceptions surrounding Portuguese and English Language and Culture.

Portuguese language	English language
Beautiful language Complex but at the same time Enthusiastic Many people speak our language Not easy to learn We talk too much	Easy to learn Language of business Universal language
Portuguese culture	English culture
Beaches Benfica Catholic country Fado Fátima Folklore Friendly people Good food Good weather History Old culture Sea	Big Ben British Empire Cold manners Distant people Fish and chips Football Great writers and artists Hard-working people Henry VIII Horse races Industrial revolution Mr. Bean Open-minded Phlegmatic Pubs and clubs Punctuality Queen Elisabeth II Rain Royalty Tea

ANEXO 3



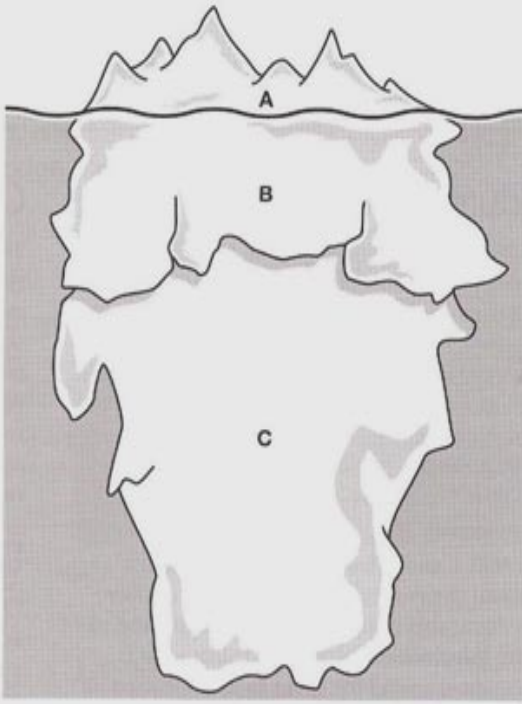
International Trade – English - 9th November 2011

Task: Give your own definition of “Culture”.

1.3 The culture iceberg

When you observe people from a certain culture, some characteristics – such as dress and the way people greet each other – are easy to see. Others are not so easy.

Culture is sometimes compared to an iceberg, some of which is visible, but much of which is difficult to see, or invisible.

A diagram of an iceberg floating in water. The water surface is represented by a horizontal line. The part of the iceberg above the water is labeled 'A' and shows jagged peaks, representing visible cultural characteristics. The part of the iceberg below the water is labeled 'B' and 'C'. 'B' is the upper part of the submerged section, and 'C' is the lower, larger part, representing the invisible or less obvious aspects of culture.

Uoley, D. (2004) *Intercultural Resource Pack* (Cambridge: Cambridge University Press), p. 17.

ANEXO 4



International Trade – English - 15th November 2011

Task: What is for you “culture”? Give your own definition.

1.2 Defining the word ‘culture’

‘Culture’ can mean different things to different people.
Think about:

- how culture is created – by geography, climate, history, coincidence?
- what groups of people can be said to have a culture – races, countries, companies?
- in what ways you see, hear or experience it – by behaviour, attitudes, gestures?

Look at these five definitions of culture.

- 1 Select the one you think is closest to your own idea.
- 2 Identify any missing elements in each definition.
- 3 If not satisfied, produce your own, better definition.

A The sum total of all the beliefs, values and norms shared by a group of people.

B The way you have been conditioned in a society to think, feel, interpret and react.

C The collective programming of the human mind.

D A large pool of experience composed of learned programmes for action and passed on from generation to generation.

E All you need to know and believe in order to be accepted in a society.

My definition:

Intercultural Resource Pack © Cambridge University Press 2004 Photocopiable

1 Why does culture matter?

15

Utey, D. (2004) *Intercultural Resource Pack* (Cambridge: Cambridge University Press), p. 15.

ANEXO 5



International Trade – English - 15th November 2011

Written production: Some examples of their own definition of “Culture”.

Mrs. Shata Abeer⁸

“For me, culture is a creation of people. It’s the way people make things. That’s one thing that I need to know and believe in order to be accepted in a society or group. It’s part of people’s education and a part of the development of the world. Culture can create a tradition and this is important to everybody. I can see, hear or experience culture by different means: books, internet, travels, speak to people of different countries, watch TV programs and movies, walking in my city ... culture is in everything around me. Some kinds of culture that we see and appreciate are adapted and use in our life, for example, if I like a popular group of music, I’m going to copy the habits, clothes and follow them. Different cultures are assimilated by us, because of the globalization. The globalization creates a global culture that has a big diversity.”

Mr. Jeremy PT

“Culture is the result of all experiences that we learn by interacting with everyday people in our daily life. We can say that Portuguese have a strong “sea” culture based on our ancestors history during the Discoveries period.”

Mr. Raffaeru Suwatari

Culture is what defines us, it says who we are. We have two cultures: the genetic one – when we are born and the way we are brought up - and the society one, when we grow up and we start thinking by ourselves.”

⁸ Nesta altura, o grupo era constituído por 16 (quinze) formandos que permaneceram até ao final do 2º módulo. Tal como já foi referido, houve 3 (três) desistências. Sempre que há referência aos formandos, estes apresentam o nome que adoptaram durante a simulação. Os três elementos que não participaram na simulação serão os formandos 1, 2 e 3.

Mr. Jurgen Kahn

“Culture is the product of the environment where we were brought up. It’s the result of our education and it’s always in evolution. We can build our culture with our cultural background, our school, our friends. It also can be influenced by the music we listen or the books we read.”

Mrs. Johanna van Zyl

“Culture is part of everything in the world: countries, religions, languages, food, monuments. We can live in the same country and have different cultures.”

Mr. Mohamed Abdel Rahman

“Culture: part of every country, people, society and groups. It represents a part of the human knowledge and life. It’s everywhere, it defines the essence of men. It’s in our roots and it represents ourselves, roots and the society we live in.”

Mrs. Leonor Ferreira

“Everyone has their own culture. Culture is a part of the human world. It’s connected with the human evolution by passing traditions from the old to the new generations. Culture makes our world different.”

ANEXO 6



International Trade – English - 10th January 2012

Critical Incidents for Intercultural Communication

In your group, read the following questions and statements and discuss them with your partners.

Ask your partners to speculate about how some of their friends from other cultures might answer the questions below.

Write some notes about some of these topics.

I

1. Family

- a. Describe what the term “family” means to you.
- b. When you talk about your family, whom does that include?
- c. Do you put relationships or tasks first?

2. Community

- a. Describe what the term “community” means to you.

3. Work

- a. What do you consider to be rewarding work?
- b. What do you value at work?
- c. How do you view authority?
- d. How are you expected to dress for work?

4. Customs

- a. What language do you use with your family, at work, and in your social environment?
- b. What occasions and festivals do you celebrate?
- c. Does your culture of origin have special forms of address or titles for people who are older, have higher status, or special professions?

5. Sense of space

- a. How do you like to be greeted?
- b. How close or distant do you like people to stand when next to you?
- c. What speed of spoken communication are you comfortable with?
- d. What gestures and body language do you find challenging or confusing?
- e. What does eye contact mean to you?
- f. How do you define privacy? What kind of questions do you consider to be an invasion of privacy?

6. Time

- a. What does time mean for you?
- b. What is “late” for you?
- c. What do you typically do if you are late?
- d. How do you react if someone else is late?

Apedaile, S., .Schill, L. (2008) *Critical Incidents for Intercultural Communication*. (Alberta: NorQuest College Intercultural Education Programs), pp. 29 – 31.

II

A. Consider this...

Do you know someone who never talks about their personal life at work? Do you have a co-worker who tells all the details of their personal life? How do you feel about these people? Are you more comfortable with one than the other?

B.

C. Consider this...

Have you ever been in a meeting and noticed how people participate in the discussion? Or thought that someone was not engaged in a conversation because they did not interject comments throughout? Or been frustrated at someone “interrupting” you? Think about how these situations might be indicators of cultural norms.

D. Have you ever noticed...

Watch how people talk to each other. See how many different ways that people use their hands when they are talking.

E. Think about...

Your beliefs about when children should move out of their parents’ home, or what the relationships between people who share a home would be. Do you know any families in which multiple generations share the same home? What might be the advantages of that living arrangement? Why do most middle-class members in our society NOT share homes?

F. Have you ever noticed...

Think about your first impressions upon meeting a new person. What assumptions do you make about a person who is dressed in a tailored suit, with carefully styled hair? What assumptions do you make about someone who is dressed in bright colours with dramatic make-up? Or someone who dresses in torn jeans and t-shirts, with un-styled hair?

G. What if...

A parent believes that a child becomes an adult at age 15? What does that mean for the way that child interacts with other adults? What might that mean about the parents expectation regarding their responsibilities in the child's life?

G. Have you ever noticed...

That some stories have a clearly defined beginning, middle, and end, but others don't? What assumptions do you make about someone based on their style of story telling?

H. Have you ever thought about...

What is the purpose of education? What messages do you receive from your family or community about the importance of education? What forms of education are valued? Which are not?

I. Think about...

How younger members of your family interact with older members. Do you use the phrase "yes sir" or "yes ma'am" when addressing elders? Is it acceptable for children to have opinions and questions adults? Should children be "seen and not heard"? Are children included in adult.

Zion,S., and E. Kozleski. 2005. *Understanding Culture* (Denver and Arizona: On Point Series), pp- 6-9.

ANEXO 7



Written Productions: Examples of some answers from appendix 6.

I

1.a. Describe what the term “family” means to you.

“Unity, friendship, feeling comfortable and consolidation of the values.”(Mr. Calvyn Hamman)

1.b. When you talk about your family, whom does that include?

“Normally I think about the closest members. In my case, it includes my mother, my sister and my two nieces.” (Mr. Marius Bonger)

3.a. What do you value at work?

“Team spirit, good relationship, good environment, being professional and hierarchy respect.” (Mr. Raffaeru Suwatari)

3. b What do you consider to be rewarding work?

“Appreciation, happiness of doing what you like, learning and a good salary.” (Mrs. Fan Man Li)

3.c. How do you view authority?

“It is something that is imposed to someone; when you are forced to do something that you don’t want to do. The good side of authority is related with someone who has the capacity to lead a group.” (Mrs. Shata Abeer)

4.a. What language do you use with your family, at work, and in your social environment?

“I speak more formally at work. With my family and friends, the language is more informal.” (Mrs. Leonor Ferreira)

5.a. How do you define privacy?

“I define privacy as something that I don’t want to share with everyone. It is a part of our personal life and I want to keep it for me.” (Mr. Mohamed Abdel Rahman)

5.c What speed of spoken communication are you comfortable with?

“It depends on the language we are using. When we speak in a formal way, we speak slower.” (Mr. Jurgen Kahn)

5.e. What doe eye contact mean to you?

“Anger, happiness, discomfort; they can show if you are lying and it is the most important thing when you talk to someone.” (Mr. Feng Hau Nu)

6.a. What does “time” mean to you?

“We don’t use the time as it should be used. We waste it. It flies.” (Mrs. Johanna van Zyl)

6.b. What is “late” for you?

“I usually associate the word “late” to something that wasn’t done on time.”(Mr. Marius Bunger)

II

A.

"I'm comfortable with both. If the person is my friend, I care about their lives. However, if they aren't my friends, I can still listen to them talking about their private lives." (Mrs. Bhadra)

B.

"I like to be interrupted with pertinent questions and ideas. When I have an idea, I feel the need to express it as well as share it. I have some difficulties in listening the others without interrupt them." (Mr. Jeremy Pt)

C.

"When I speak to someone, I don't use my hands. For example, politicians use a lot their hands to try to express their ideas. Sometimes those gestures complete the emotion or the explanation but there are people who exaggerate. It can become confuse for those who are watching them and we can get lost just by looking to the hands." (Mr. Raffaeru Suwatari)

D.

"Children should move out of their parents' home after High School but nowadays it's difficult due to financial an professional issues. Independence is the most important thing in our lives. I don't know a family with different generations living together. There isn't time to take care of the elderly. Everybody works and flats are smaller." (Mrs. Johanna van Zyl)

E.

"The first impression counts a lot. It's very important and you can't run away from it. It's impossible not to judge a person on the first impression but your opinion can change after a couple of minutes just by talking to that person a little bit more. If you aren't open-minded, you can judge wrongly. The way you look, dress and act tell the others what you are. You're always being stereotyped everywhere. For example, in London it's common to see a person with red or blue hair or piercing working in public institutions. In Portugal, we are more narrow-minded and we still have a lot of changes to do in order not to judge in assumptions but in competence." (Mr. Mohamed Abdel Rahman)

F.

“If parents believe that a child can be adult at 15, this will force him/her to behave in a total different way than a normal teenager. It means that the child’s parents are expecting him/her to take responsibilities at a very young age.” (Mr. Marius Bungler)

G.

“When someone doesn’t tell us the whole story, we have the possibility to imagine many things and interpret what was said in many ways.” (Mr. Calvyn Hamman)

H.

“Education transmits knowledge. It’s a way to do things better. It’s important to our personal and professional life. Our family is the first step to develop ourselves. Then we also have the community and finally, the academic education. All subjects are important even though we don’t like all of them.” (Mrs. Fan Man Li)

I.

“In the past, children were brought up to respect the other members and they had to respect them. There are still older members who don’t accept children’s opinions. When we are between ten and fifteen, we become adults and after that, we aren’t allowed to behave anymore as children. Men are responsible for all the family. Women are brought up to get married.” (Mrs. Sílvia Almeida)

ANEXO 8

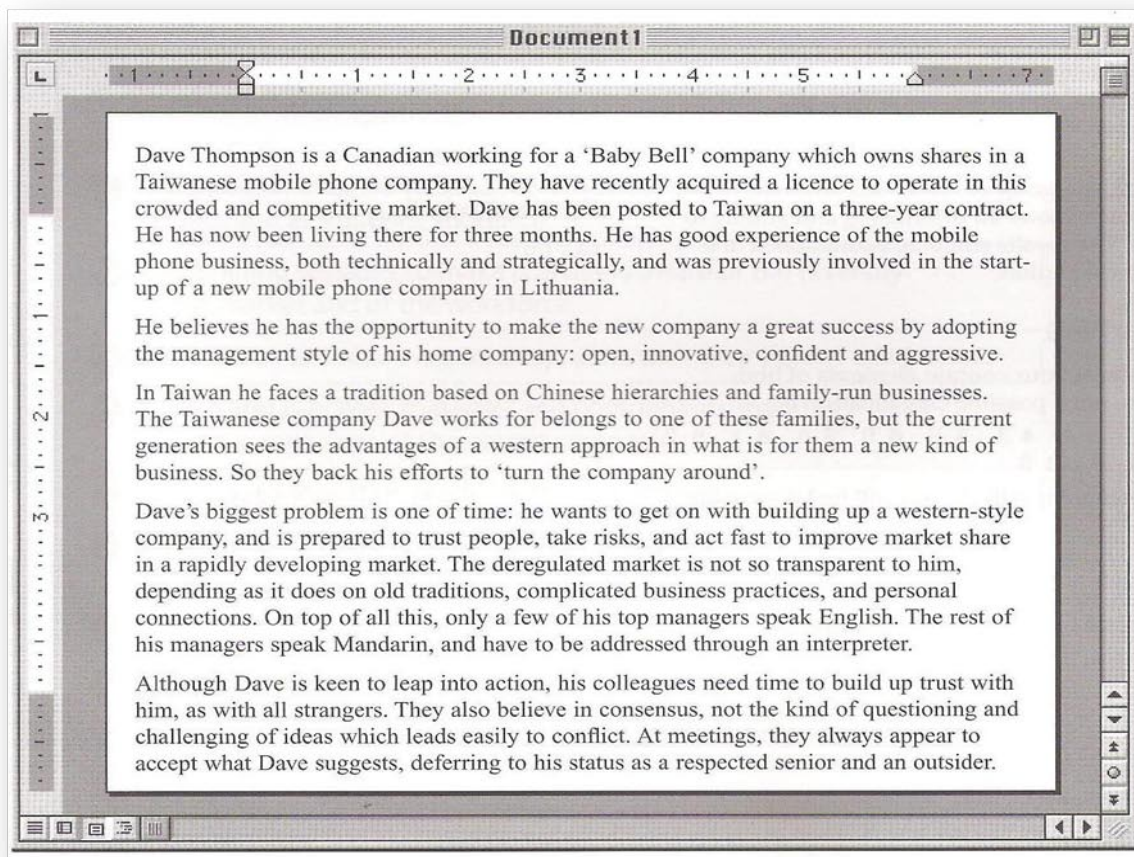


International Trade – English - 12th and 19th January 2012

1.9 Case study: One person's experience

This case study exemplifies a contrast between two working cultures: Canadian and Taiwanese.

Read the text and make recommendations as to what the Canadian should do.



Utey, D. 2004. *Intercultural Resource Pack* (Cambridge: Cambridge University Press), p. 29.



Read the text and think about the following aspects:

1. What are Parisa's dreams?
2. What is troubling Parisa?
3. What are your main conclusions in terms of the way people talk and the variety and complexity of every society?

Example A1.1.1 Being represented

Parisa had been coming to international conventions on food processing for several years. She had made several good friends, especially from among the Europeans; but there was a gnawing problem which always came back unresolved. She was the only person at the convention who came from Iran; and no matter how friendly and sincere, she knew that her European colleagues saw her in a particular way which just wasn't her at all. It was from their passing comments, their casual, unguarded turns of phrase, in which they seemed to show surprise when she was creative, assertive or articulate, as though she *ought* to be somehow unable to be good at all the things she did. One of her colleagues did not actually say 'Well done!' but certainly implied it in her tone of voice. She also felt isolated as the only person from her particular background at these conventions. There was nobody else to represent who she was. It also hurt her when someone said that she was 'Westernized' and 'not a real Iranian'. This seemed like a no-win situation. If her behaviour was 'recognized', she was not real; and if she was considered 'real', she wasn't supposed to behave like that.

Then something happened which both confirmed her fears and gave her support. She invited three of her colleagues to see one of the films which was showing as part of a festival of Iranian films at the local university. They came willingly – very interested – and then to another one. When she asked one of her colleagues what she found so fascinating, her colleague replied that she was particularly impressed by the female characters who portrayed such strong women. Indeed, one of them played a major executive role in a film crew. She hired and fired people and drove around in a jeep. Her colleague said that she had no idea such women existed in Iran, and that she always thought Muslim women were supposed to be subservient. Parisa was also pleased because the women on the film were certainly 'real' Iranians in that they wore the hejab, and the woman who drove the jeep wore the black hejab and long coat that she imagined fitted the 'stereotype'.

Shortly after this, another Iranian arrived at the convention. Parisa was very pleased that he was educated, worldly, urbane, well-dressed and also extremely articulate. This was no more or less than *she* would expect of an Iranian man; but she was pleased because here was further evidence for her other colleagues of the sort of people she belonged to. Moreover, it was very clear that he had tremendous respect for her as an equal, an academic and a professional. Parisa wondered though if they considered *him* a 'real Iranian'. After all, he wore a tie and didn't have a beard.

Holliday, A. (2004) *Intercultural communication An Advanced Resource Book* (New York: Routledge), pp. 6-7.



Read the text and think about the following aspects:

1. Two different perceptions of what is happening;
2. Being patronizing;
3. False sharing;
4. What kind of language is used.

Example A2.3.1 Understanding supervisor

Jeremy is a lecturer in an Australian university. He was very pleased when he heard he was going to supervise a black student from South Africa. Several years ago he had been involved in a three-year science education project in secondary schools in South Africa, and he felt he knew the place more than his colleagues. He felt he would clearly be the best person to help Jabu to get through her research project. He had also read quite a few things on cultural differences, which interested him a great deal.

Jabu first met Jeremy during a class he was teaching on introducing science research. She was the only 'overseas' student there and felt quite angry when, during introductions, he announced to all the other student that he knew her 'context' very well. She was not sure whether it was something about his tone of voice – as though he was speaking about someone who had a handicap of some sort – or his speed of voice – as though she might not understand normal English – or that she was being separated out from all the other students as needing some sort of special attention – which annoyed her. Or perhaps it was that Jeremy was making out that he understood her and was on her side. What could he possibly know about her and her background which would give him this right!? Even her closest friends at home did not presume they knew her so well that they could speak for her like this – except perhaps her mother, and every daughter knows that story!

She could see, at their first tutorial, that he really was trying his best; but he still maintained his slow tone of voice. At least he wasn't shouting as some people did when they thought you might not understand. Then he began to explain to her that he understood something about what he called 'black culture in South Africa' and would therefore be able to help her to meet deadlines and to 'understand concepts' that might be 'alien' to her. He even said that he knew what it was like, with 'the history of black people' that she 'suddenly had to compete in every sphere'. It took her a moment to understand what he was getting at. Then she realized that he was having the ignorant audacity to be thinking that she might have difficulty keeping up with 'white people'.

This sort of thing became the norm for Jeremy and Jabu's meetings. When she showed him work he always made a big thing about saying how well she had done – as though he was surprised that she could do it at all. Then there were lots of informal 'friendly' bits of conversation, in which he always put on a very 'kind' face, about 'food', 'rituals', 'marriage practices' and 'ceremonies' in black culture; and once he even asked her if she was 'still in contact with her tribe'. He was also supervising a German student; and she was sure he never asked *him* about 'food', 'rituals', 'marriage practices', 'ceremonies' and 'tribes'.

One day Jabu really felt like giving up the whole thing and going home. She was walking down the corridor towards Jeremy's office. He was standing in the corridor talking to a colleague. He hadn't seen her, and he was saying, 'Well she does have some difficulty meeting deadlines; but of course that's something deep in black African culture, isn't it?' She knew as a matter of fact that she was having no more difficulty than any of the other students; and anyway, even if she was, why should it have anything to do with being black African? There was a Welsh student who always missed deadlines, and no one would dare suggest this was anything to do with 'Welsh culture'.

Holliday, A. (2004) *Intercultural communication An Advanced Resource Book* (New York: Routledge), pp. 30-31.

ANEXO 9



Answer from the groups:

1st text: One person's experience - Questions/sentences written on the flip chart:

1. Write down the activities you think he should carry on. 2. Think about the steps to modify Dave's behaviour and that of the local company. 3. Is there a strong cultural element?

1st group - Mr. Marius Bungler / Mrs. Shata Abeer / Mrs. Leonor Ferreira / Mr Jurgen Kahn

He should maintain the western management style: open, innovative, confident and aggressive; He should learn Mandarin: He should adapt himself to the Chinese culture; He should try to be more sensitive towards Chinese culture; All workers must learn/improve their English; There is a strong cultural element. Chinese society/ culture is closed and conservative. Tradition based on Chinese hierarchies and family-run business. Old traditions, complicated business practices and personal connections.

2nd group - Mr. Mohamed Abdel Rahman / Mr. Calvyn Hamman / Mrs. Bhadra / Formando 1

He should prepare the integration to know the local culture and not to take a 100% Westernised business approach; To adapt the management style of the home company to local culture; To be patient and establish local relationships; Dave should learn Mandarin; There is a strong cultural element because there is a lot of respect towards hierarchies and the Chinese are less flexible.

3rd group - Mrs Johanna van Zyl / Mrs Silvia Almeida / Mrs Fan Man Li / Mr. Raffaeru Swatari

Should Dave work as he did before? Do really Taiwan people have to accept his suggestions? Dave shouldn't act fast because he doesn't know the culture. He has to

adopt Taiwanese culture before; Dave can't be aggressive because it is a new market for Taiwan; Dave needs to moderate his innovations to avoid a culture clash; Mandarin and protocol lessons.

4th group - Mr Jeremy Pt / Mr. Feng Hau Nu / Formandos 2 e 3

To build a good relationship with his interpreter; He needs to explain what he is doing; He has to adapt himself; It is a closed society and there are doubts about the foreigner; Everyone must feel involved, for instance, it would be a good idea to create a Culture Department.

2nd text: Being represented - Questions /sentences written on the flip chart:

1. Multi-faceted people and societies. 2. Where do we come from? 3.. Complex many-faceted society. 4. Unexpected people. 5. The way people talk. 6. What can you learn about intercultural communication?

1st group - Mr. Marius Bunger /Mrs. Shata Abeer/ Mrs. Leonor Ferreira/mr Jurgen Kahn

You must learn to live with all kind of differences; Our origin is very important to others. There is always the stereotype issue; We need to be judged for what we do and not by our origins; Cultural differences can be an advantage. You can absorb the best that the others have to offer;

2nd group - Mr. Mohamed Abdel Rahman/ Mr. Calvyn Hamman/ Mrs. Bhadra/formando 1

Be open-minded to learn/understand other cultures; Parisa surprised everyone with her English; People don't recognize her value; Equal treatment; They come from different countries/ cultures/ religions; Different cultural background / experiences / styles of life.

3rd group - Mrs Johanna van Zyl/Mrs Silvia Almeida / Mrs Fan Man Li/ Mr. Raffaeru Swatari

Parisa was an unexpected person because they have a certain idea about her background; They expect her to be subservient as she is a Muslim but she was creative, assertive and articulate; People speak with her with a sense of superiority because she comes from Iran; We must be more open-minded and tolerant; We must not stereotype other cultures but respect them as well as their traditions.

4th group - Mr Jeremy Pt / Mr. Feng Hau Nu / formandos 2 e 3

What is troubling Parisa?

1. Stereotypes;
2. False image;
3. The weight of the religion;
4. Being the only Iran person;
5. Close society;
6. Need to feel integrated, respected and understood;
7. Complexity of each society.

3rd text: Understanding supervisor - Questions /sentences written on the flip chart:
1. Communication between people. 2. Being patronizing. 3. False sharing. 4. Language.
5. What can you learn about intercultural communication?

1st group - Mr. Marius Bungler /Mrs. Shata Abeer/ Mrs. Leonor Ferreira/mr Jurgen Kahn

Communication needs to be clear and objective; Jeremy considers the others inferior because of their nationalities or other characteristics; There are people like Jeremy who think they know our origins or culture better than ourselves; People like him need to be contradicted; He generalizes a whole country/ culture on his “little” experience.

2nd group - Mr. Mohamed Abdel Rahman/ Mr. Calvyn Hamman/ Mrs.

Bhadra/formando 1

Jeremy is that smart thinking fellow who we wouldn't like to have as a friend; We should understand the language in order to understand better the reality; He talks with her with a different tone of voice and speed; Jeremy has the assumption that she might have more difficulties in learning than the other students; He gives her special attention so she is separated from all the other students.

3rd group - Mrs Johanna van Zyl/Mrs Silvia Almeida / Mrs Fan Man Li/ Mr.

Raffaeru Swatari

He speaks with her as if he knew very well her context and cultural background; Jeremy thinks he knows a lot about the black culture in South Africa; Differences of treatment between white and black people; Jeremy is a racist, a false person.

4th group - Mr Jeremy Pt / Mr. Feng Hau Nu / formandos 2 e 3

We should research more about the other cultures when we meet people from different countries; Racism; Misunderstanding of cultures; Jeremy still thinks about South Africa during the Apartheid; He doesn't have experience enough to deal with the situation.

ANEXO 10



International Trade – English - December 2011 to January 2012

Aim: To expand students' awareness of the nature of characteristics and behaviours they should learn about and to build skills for handling business intercultural situations.

1.4 Cultural briefing

Cultural briefing is the process of finding out about another culture, especially in preparation for a period of residence, a business trip or a holiday.

Some types of information can be learnt about beforehand, such as the organisation of the public transport system, and forms of address (Doctor, Mr, etc) but it may be better to discover others through direct experience.

Look at the list below.

- 1 Choose a country whose culture you know little about, and from the list pick out the six things you would find it most useful to know before you visited the country on a business trip.
- 2 Choose a country whose culture you are familiar with, and do the same.
- 3 Prepare a short introduction (spoken or written) which would be useful for people about to make a business trip to that country.

Attitudes to alcohol	Political system
Attitudes to foreigners	Preparation for meetings
Dealing with emergencies	Public transport
Demography – population spread	Regions
Formality of dress in business	Religion and its importance
Geography	Respect for authority
History	Shop opening times
Hospitality	Silence – its acceptability in conversation and meetings
Housing standards	Thinking – analytical or intuitive?
Local products	Tipping in restaurants
Meal times	Titles – Mrs, Dr, etc., and their equivalents
Money – paying restaurant bills	
Physical distance between people when they speak	

Utey, D. (2004) *Intercultural Resource Pack* (Cambridge: Cambridge University Press), p.19.

International Trade Course



Japan: Culture and Negotiation

Melissa Ferreira
Rafael Ribeiro

MAIN TOPICS

- INFORMATIVE DATA
- JAPANESE COSTUMS AND SOCIETY
- HOW TO BEHAVE IN JAPAN
- NEGOTIATING WITH JAPANESE

INFORMATIVE DATA

GEOGRAPHY

- Location: East Asia; Pacific Ocean
- Islands: 6,852
- Total area: 377,944 km²
- Capital: Tokyo



INFORMATIVE DATA

GEOGRAPHY

- GMT: + 9H
- Weather:
 - Continental Temperate (North)
 - Subtropical (South)



INFORMATIVE DATA

DEMOGRAPHY

- Population: 127,9 Million (2010)
- Nationality: Japanese
- Government:
Unitary Parliamentary Democracy and
Constitutional Monarchy
- Religion: Buddhism; Shinto



INFORMATIVE DATA

ECONOMY

- Currency: Yene - ¥
- 3rd worldwide economy
- Variety of industry
production
- Leading Enterprises



INFORMATIVE DATA

LANGUAGE AND EDUCATION

- Japanese - official language
- English in schools
- Education inputs social values



INFORMATIVE DATA

SCIENCE AND TECHNOLOGY

- Leading nation in research and development:
 - Technological
 - Machinery
 - Biomedical



JAPANESE COSTUMS AND SOCIETY

SOCIETY

- Popular culture
- Popular sports
- Kimono



JAPANESE COSTUMS AND SOCIETY

SOCIETY

- Traditional Architecture
- Gardens
- Visual Art



JAPANESE COSTUMS AND SOCIETY

FOOD

- Beautiful appearance
- Light seasoning
- Main ingredients in Japanese cuisine
- Raw ingredients
- Drinks



12/23

HOW TO BEHAVE IN JAPAN

BASIC JAPANESE

YES	HAI
NO	IIE
THANK YOU	ARIGATO
EXCUSE ME	SUMIMASEN
HELLO	KONICHIWA
GOODBYE	SAYONARA
I DON'T UNDERSTAND	WAKARIMASEN
DO YOU SPEAK ENGLISH?	ANATA WA EIGO GO WO HANASEMASUKA?

HOW TO BEHAVE IN JAPAN

HAVE ATTENTION TO THIS...

- Give personal space
- A smile can have a double meaning
- If you are invited to someone's place
- When invited to a social event



17/23

HOW TO BEHAVE IN JAPAN

SOCIETY

- Saving face
- Harmony people
- Communication by gestures
- Respect age hierarchy



HOW TO BEHAVE IN JAPAN

DON'T DO THIS!!!

- Point to a person
- Blow your nose in public
- Serve a drink to yourself
- Touch or show affection to a person of the opposite sex in public



NEGOTIATING WITH JAPANESE

BEFORE THE MEETING

- Phone for an appointment
- Dinner and have fun with negotiators
- Formal dressing
- Punctuality and greetings
- Business card – “meishi”



19/23

NEGOTIATING WITH JAPANESE

DURING THE MEETING - WHAT NOT TO DO

- Don't put a lawyer in the forefront
- Avoid to say:
“YOU”, “OK”, “WINNER”,
“LOSER”
- Large hand gestures
- Don't interfere with the
Japanese government



20/23

NEGOTIATING WITH JAPANESE

DURING THE MEETING - HAVE ATTENTION TO...

- Specify your negotiator
- Speak clearly and maintain
eye contact
- Be alert to indirect *no's* and
yes's
- Long periods of silence



21/23

NEGOTIATING WITH JAPANESE

AT THE END OF THE MEETING

- Write down main topics
- Do short contracts
- Don't display a payment
- Give a gift
- Maintain relationships



22/23

ANEXO 12



International Trade – English - 26th January 2012

Task: Choose the best model to describe the way the business meetings are held in your country having in mind your PowerPoint presentations.

4.6 The Mole model

The differences between corporate cultures in different countries are illustrated by John Mole in his book *Mind Your Manners*. He uses two main dimensions, each with two contrasting poles:

Leadership style

- Individual-based, in which a strong leader takes initiatives and directs his/her people firmly along lines which he/she mainly decides.
- Group-based, in which a consensus is sought among the group before major decisions are taken.

Company structure

- Organic, in which loosely-defined roles and relationships allow things to develop in a natural, largely undirected way.
- Systematic, in which clearly defined roles and relationships mean that people know what to do and how to behave towards other people.

1 Look at the lists of attitudes below.
For Leadership style, say whether each attitude should be listed as being individual-based (I) or group-based (G).
For Company structure, say whether each attitude should be listed as being organic (O) or systematic (S).

Leadership style

1 Autocratic: taking decisions alone	<input type="checkbox"/>
2 Bottom-up: employees talking freely to superiors	<input type="checkbox"/>
3 Democratic	<input type="checkbox"/>
4 Directive: giving orders	<input type="checkbox"/>
5 All having equal rights	<input type="checkbox"/>
6 Participative	<input type="checkbox"/>
7 Believing in superiority	<input type="checkbox"/>
8 Top-down: telling people what to do, without consulting	<input type="checkbox"/>

Company structure

1 The company is important, not the individual	<input type="checkbox"/>
2 Functional hierarchy: believing in the system	<input type="checkbox"/>
3 The Individual is important	<input type="checkbox"/>
4 Personal	<input type="checkbox"/>
5 Rational	<input type="checkbox"/>
6 Social hierarchy	<input type="checkbox"/>
7 WHAT you do matters	<input type="checkbox"/>
8 WHO you are matters	<input type="checkbox"/>

2 Consider a country in which you have some experience of working. Think of the working styles and workplace culture, and say whether you have found people in this country to have, on the whole:

- a leadership style which is predominantly individual-based or group-based
- a corporate culture which is predominantly organic or systematic.

Intercultural Resource Pack © Cambridge University Press 2004 Photocopiable

Utley, D. (2004) *Intercultural Resource Pack* (Cambridge: Cambridge University Press), p.67.



4.7 The Hall model

In his books *The Silent Language* and *Understanding Cultural Differences*, E.T. Hall distinguishes between two pairs of contrasting cultures:

High context cultures, in which people speak indirectly, show respect, and maintain harmony. They consider it rude to be too direct.

Low context cultures, in which people speak directly, and say what they mean without adding unnecessary details or formulae. They are suspicious of people who speak indirectly.

Monochronic cultures, in which people like to do things one at a time and in sequence.

Polychronic cultures, in which people prefer to do many things at the same time.

Which styles do you think are represented in these extracts?

A
I'm afraid I can't fit a meeting in today. This morning it's my weekly team meeting. Then I've planned two hours' work on the budget. I could see you tomorrow at 11 o'clock, between a visitor who leaves at 10.45 and a scheduled lunch appointment.

B
Do come to the point. I need to get back with a decision by four o'clock.

C
In the circumstances it would seem to be inappropriate to attribute more than a general description of those characteristics we will be seeking in our new employee.

D
Don't worry about the timing. Just come when you're ready. I have a few things going on at the moment, but I'm sure we can always squeeze in a discussion of your problem.

ANEXO 13



Some examples of written productions:

I

Country: Israel

“Although Israel is situated in the Middle East, the way to conduct a business meeting is similar to the ones we find in most of the West European countries and the US. We should prepare it in advance and it will be useful if we search for information on Internet for instance. Information about “dos and don’ts” is always useful as most of the meetings can start or end with a meal. It is important to know if you don’t have to eat something you don’t like. Remember, knowing is power most of the times. Culture is related to the way of doing business.

Prepare your meeting using the phone, ask your questions and get the answers. Details of the meeting, like the agenda, should be written in an e-mail. Arrive to your meeting around 15 minutes early. Wear a suit and a tie in the first meeting. Present yourself well-shaved. When you meet your host, salute him by shaking hands. Business cards should be exchanged. Wait for your host to seat down and have a seat afterwards. Leave your business card on the table.

During the meeting, you will face tough but friendly negotiations. They mastered the art of negotiating. They will even provoke you to see the way you react.

Nevertheless, if in the middle of the meeting you see your host asking you to answer a phone call or to speak with someone, don’t be shocked. It is the Israeli way of doing things. They are from a polychronic culture. They like to do many things at the same time.

In the end, despite of reaching your goals, remember to put all on the paper as in a contract. Even though a hand-shake may seem a good way to seal your business, it is never enough.

All in all, the Jewish religion, even though it is not the official religion in Israel, it plays a vital role. Don’t conduct business on a Saturday (Jewish Sabbath Day) because it will be considered disrespectful. The Jewish religion mixed with a high sense of survival is what make them strong.

According to the Hall model which is focused on analysing culture between two standards, we can say that Israelis belong to the group of low-context cultures. They like to speak directly to avoid misunderstandings and waste time. They don't feel the need to formalities. They also belong to a polychronic culture as they are multi-tasked. A person who knows several things is better than a person specialized in one task only. They prioritize tasks according to the importance of family matters. They belong to a big family, and that is what really matters.

Mr. Mohamed Abdel Rahman & Mr. Jeremy Pt

II

Country: Morocco

In Morocco, business are conducted in a certain way and if you follow these steps, you are going to have success in your business negotiations.

You should make appointments as one month in advance and confirm it before travelling.

Be prompt for your appointment but do not expect your host to arrive on time. Be prepared to be interrupted and talk about other subjects. You should wait patiently and then summarise where stopped. It is important to build a good relationship because they prefer to know well their business partners before they sign a contract. The final contract is always negotiable even though the decisions are very slow.

It is best to allow your host to begin the business discussion. Never talk or ask questions about drugs, religion, the King, sex and woman's rights. Meetings can go for longer than scheduled, so you must be patient and go with the flow. Moroccans pay special attention to religion so try to avoid meetings around prayer times. There are five prayers per day.

There is no formal protocol surrounding the giving and receiving business cards and it is best to use the titles: Mr. Mrs and Miss until you are a first name basis.

You should avoid using fingers to make gestures. It is acceptable direct eye contact. However, it can depend on one's place in the social hierarchy.

Courtesy is extended to all. It is not acceptable to be rude. Moroccans have a strong belief that you should always respect yourself, your elders and your superiors.

According to the Hall model, there are two models of business culture: High-Context and Low-Context cultures and the main difference is the way of communication.

In High-Context cultures, people speak indirectly and they consider being direct as rude. You should show respect the others.

In our opinion, a High-context culture is adapted to the Moroccan way of conducting business. They also have a polychronic culture because they do many things at the same time. People always interrupt each other during the meetings and talk about other subjects.

Any direct confrontation with a Moroccan and your business is over.

Mrs. Shata Abeer & Mrs. Johanna van Zyl

III

Country: Russia

In Russia, if you want to sign a contract, you should remember that Russian business meeting etiquette is highly formal. You should look formal and be punctual.

Use business card with English text on one side and Russian Cyrillic text on the other side. You should all have business cards translated as well.

Don't interrupt others during conversation. Be ready to work with a lot of papers and to sign them.

According to the Mole model, the culture in companies, which is predominantly individual-based, is based in a leadership style. A corporate culture is predominantly systematic. We can adopt that to the Russian companies.

Mrs Leonor Ferreira

IV

Norway

In Norway, it would be more common to apply the Mole model because the leadership style is group-based where the major decisions in the companies are normally taken by consensus between employers and employees.

Another part of the Mole model that would be applicable to Norway is related to the companies structure, more associate with organic structures.

The organic structures are more decentralized where the rules, roles and relationships inside the companies develop naturally without rigid hierarchies, where the individual has more freedom to express his/her opinions inside the company.

Mr. Jurgen Kahn

V

Japan

Before the meeting, you should phone to make an appointment. It is better to phone rather than sending a fax or an email.

The night before the meeting, it would be nice to have a dinner and next go to a karaoke session with the Japanese negotiators.

To the meeting, dress formal, arrive ten or fifteen minutes before it starts so you can do the greetings and exchange the business cards. This is a crucial point, if you don't exchange the cards, the meeting won't start.

During the meeting, don't come with a lawyer. The Japanese see them as a hired gun that only wants to win. Avoid to say "you" and address them by their last name; avoid to say "ok" because it means money and the Japanese don't like to talk about it; and finally avoid to say "winner and loser" as for the negotiators there aren't winners nor losers. They negotiate with mutual interests.

Do not use large hand gestures and do not interfere with the Japanese Government. Pay attention to specify your business and speak clearly, maintaining eye contact. Be alert to the indirect "yes's and no's". The Japanese won't say those words, they will suggest other options. Sometimes there are periods of silence but it is normal.

At the end, write down the main topics. On the contract, make sure that it will be short. Don't display a payment, they prefer to deliver it inside an envelope. Give a

gift, it's a Japanese tradition in all kinds of relationships: personal, professional or familiar.

It's important to maintain relationships to have more business with the Japanese negotiators. Send postcards on holidays and festivities.

According to the Hall Model, Japan is a High-Context culture. They speak indirectly. They suggest other ways and options instead of saying "yes" or "no". People show respect and maintain harmony.

According to the Mole model, this theory speaks about leadership style which is based on group philosophy. In Japan, the decisions are finalized in group before an approval coming from the boss. Sometimes, they even send a negotiator team to analyse the proposals and then they reach the final decision.

Mrs. Fan Man Li & Mr. Raffaeru Suwatari

VI

China

The first thing any company which wants to conduct business in China must do is to choose the business model. The second thing is to have a product with a good price/quality ratio.

Be prepared to invest money and time. Chinese consider that a good relationship is built with time. They will respect and relate with the negotiator. That person must be present all through the process. It is also important to keep her/him as a contact person.

Be open-minded, learn and adapt. Be respectful, never impose. Don't forget this rule: to build a good relation, the most important to keep in mind is "face" or honour. Everything in the Chinese society has to do with "face, honour and prestige". The more prestige you give to your partners the stronger a relationship will be. They will respect you, present you to other businessmen.

In meetings, you must arrive 15 minutes before to exchange business cards and gifts. The business card is to be read by the receiver. Don't put the card in your pocket. It's disrespectful. The gifts are to be wrapped in red/gold paper as these colours

represent luck. The number of gifts has to be in pairs, as 2, 4, 6 and 8 are also numbers of luck. Avoid the white as it is related to death.

In business, be prepared to pay 30% up in front. As only 4 districts/major cities have commercial courts, bring a lawyer but not as a team leader.

As for subjects to avoid, bureaucracy, democracy and corruption are definitely not allowed.

Remember, learn, be patient, respect, don't judge, don't confront.

Mr. Feng Hau Nu

ANEXO 14



International Trade – English - 30th and 31st January 2012

Task: To discuss a strategy to launch a new tennis racket in the US.

Useful language		
CHAIRPERSON		
Beginning the meeting Can we start please? Right, let's begin.	Asking for comments What do you think? How do you feel about this?	Clarifying What do you mean by ...? Sorry, I don't quite understand.
Stating the aim The main aim of the meeting is to ... The purpose of this meeting is to ...	Changing the subject Let's move on now to ... The next item on the agenda is ...	Summarising OK, let's summarise. Right, let's recap ...
PARTICIPANTS		
Giving opinions I think ... I'm in favour of ...	Agreeing I think you're right. I (totally) agree.	Interrupting Hold on (a moment). Can I say something?
Making suggestions Perhaps we should ... We could ...	Disagreeing I don't know about that. (I'm afraid) I don't agree.	

Stating aims We'd like to have it in a month's time. We must have delivery by the end of next week.	Rejecting suggestions We'd prefer to pay you a fixed amount.
Making concessions If I have to finish in one month, I'll need to have an extra designer. That could be all right – as long as I get some money in advance.	Bargaining How about paying me half when I start the work?
	Focusing the discussion Let's talk about the time for setting up the website.

Dealing with interruptions If you'll just let me finish ... Just a moment, please. I'd like to finish, if I may.	Interrupting Could I say something? Could I just comment on that? Hold on a minute. Sorry to interrupt but ...	Clarifying How do you mean exactly? What exactly do you mean by ...? Are you saying ...? So what you're saying is that ...
--	---	---

Making excuses It's very kind of you, but ... I'd like to take it easy/relax if you don't mind. It's very kind of you, but another time perhaps.	Showing interest Interesting! Really?
Making conversation What do you like to do in your spare time? Where are you going for your holiday this year? Can you tell me about any interesting places to visit? What/How about you?	Saying goodbye/Thanking your host Thanks very much for your hospitality. I really enjoyed the meal. Thanks for showing me round the city/town. I'll be in touch soon. Goodbye. All the best.

Calming down

I understand what you're saying.
 I can see your point of view.
 Well, I know/see what you mean.
 Why don't we come back to that later?
 Let's have a break and come back with
 some fresh ideas.
 You don't have to worry about ...

Creating solutions

A compromise could be to ...
 How about if ...
 What if ...
 Let's look at this another way.
 Another possibility is ...

Closing a negotiation

Let's see what we've got.
 Can I go over what we've agreed?
 Let's go over the main points again.
 OK, I think that covers everything.
 We've got a deal.
 Fine. Right. That's it then.

Cotton, D., Flavey, F., Kent, S. (2002) *Market Leader* (Essex: Pearson Education Limited), pp. 19, 39, 75, 83, 95.

Role card A**Chairperson**

You will lead the meeting. Ask for participants' opinions, encourage discussion and help them reach agreement. You must decide the following points concerning the marketing of Worldbeater.

- | | |
|-----------------------|-------------------------------------|
| 1 Its selling price | 3 Special offers for first purchase |
| 2 Its target consumer | 4 Advertising/promotion |

Role card B**Participant**

You have the following opinions concerning Worldbeater.

Selling price:	\$240 approximately
Target consumer:	Professional players and serious club players
Special offer for first purchase:	30 free tennis balls
Advertising/promotion:	Specialist magazines such as <i>Professional Tennis</i>

Role card C**Participant**

You have the following opinions concerning Worldbeater.

Selling price:	\$150
Target consumer:	All tennis players, all age groups
Special offer for first purchase:	Free tennis at a local club
Advertising/promotion:	Advertisements in national/local newspapers and television commercials

Role card D**Participant**

You have the following opinions concerning Worldbeater.

Selling price:	\$180
Target consumer:	All tennis players, all age groups
Special offer for first purchase:	A free T-shirt with the Freestyle logo on it
Advertising/promotion:	Advertising in clubs, at public tennis courts and in the press

Role card E**Participant**

You have the following opinions concerning Worldbeater.

Selling price:	\$200
Target consumer:	People with money and fashion-conscious tennis players
Special offer for first purchase:	A 20% discount off any Freestyle product
Advertising/promotion:	Endorsement contracts with famous players or film stars

Cotton, D., Flavey, F., Kent, S (2002) *Market Leader* (Essex: Pearson Education Limited), pp. 137, 140-141, 143-144.

ANEXO 15



International Trade – English - 30th and 31st January 2012

Example of a written production:

WORLDBEATER – Meeting Decisions

“Can we start, please? Right, let’s begin.

Good afternoon, everyone. Thanks for coming. As you know, last Tuesday we have done a meeting when we discussed a strategy to launch the Worldbeater racket on the market.

We informed you that Tuesday was the last day to give your opinions. You had very good ideas. We discussed your proposals. It was very difficult to choose the winning group because all groups had good and different ideas to launch the new tennis racket.

So, before the announcement of the winner, we are going to summarise the strongest and weakest points of each group.

Let’s start with the first groups. We liked the intention to target the racket to consumers of all ages, and the idea to make the promotion in Wimbledon with Roger Federer.

Maybe the weakest point was the idea to make the promotion with Frederico Gil in Estoril because the strategy is to launch the racket in the US market.

Let’s move on to the second group. We think that the idea of spending money in advertising and to invite the professionals is quite good. However, that kind of investment might be opposed to the low selling price, and to the good intention to make the racket available for all families.

Let’s move on to the third group now. We liked the ambition and the confidence. You were not afraid of putting an expensive price, and the idea to think big and to

target rich people and professionals was really good. Maybe the weakest could be the big investment that we need to do to make the strategy a success.

Let's move to the last group. We have also good points here. The idea to target to professionals, competitive persons and the caution of not making big discounts sounds realistic.

Maybe the only idea that we can point out is that we shouldn't have to target only for professionals because a good tennis player can use this racket without being a professional.

Now let us announce the name of the winning strategy.

We choose the final group's strategy because we think that it's the most balanced one. You have the best relation quality-price, compared to the others. You make market segmentation: this racket named Worlbeater is for champions. As the leader of the group said: *"Worldbeater it's not for everybody. It's exclusive"*. The option to *"offer free balls, is less risky"* also sounds more realistic.

Thank you very much for your attention."

Mr. Jurgen Kahn

ANEXO 16



International Trade – English - 3rd and 6th February 2012

Task: To agree on an action plan; to persuade someone to accept your point of view; to negotiate a solution to a problem; to try to keep an employee in the company.

2 groups of 4 students:

A Sales Manager

You will lead the meeting with the support of the Deputy Sales Manager. It is your job to listen to the representatives' opinions and to agree on an action plan which will:

- improve the atmosphere in the department
- encourage staff to work together effectively.

Note: You are impressed by the Muller sales representatives. You think their ambition and energy are good for the company. They are also successful in financial terms.

B Deputy Sales Manager

You will help the Sales Manager to run the meeting. It is your job to listen to the representatives' opinions and to agree on an action plan which will:

- improve the atmosphere in the department
- encourage staff to work together effectively.

Note: You are impressed by the Peterson sales representatives. You think they have a very positive attitude. You think their efficiency and good customer service are important for the future success of the company.

C Sales representatives (Muller group)

You should give your opinions about the points on the agenda. Try to persuade the Sales Manager and the Deputy Sales Manager to accept your point of view, but help them to work out an action plan which will improve the effectiveness of the team.

Note: You usually meet your sales targets and often exceed them.

D Sales representatives (Peterson group)

You should give your opinion about the points on the agenda. Try to persuade the Sales Manager and the Deputy Sales Manager to accept your point of view, but help them to work out an action plan which will improve the effectiveness of the team.

Note: You often meet your sales targets but rarely exceed them.

2 groups of 2 students:

General Manager

You think the staff restaurant still offers good value for money, despite the cuts in subsidies. Prices are roughly similar to those in other companies in your area. The company has to reduce costs or the staff's salaries will be affected. You want to negotiate and get a good solution to the problem. Your objectives are:

- 1 to listen carefully to what the union representative says
- 2 to explain why the cuts in subsidies are necessary.

Union representative

The workers are very unhappy with the price increases. They think that the subsidised restaurant is part of their terms and conditions of work. They are also angry that management did not discuss their plans with them first. You want to negotiate a solution to the problem. Your objectives are:

- 1 to get subsidised meals back immediately, or
- 2 to postpone the cuts in subsidies until the staff have been properly consulted.

1 group of 2 students:

Todd Foster

You want Olivier Moyon to leave the company. Try to persuade Charles Holden to let Olivier go. If Charles does not agree, try to negotiate a suitable solution to the problem.

Charles Holden

You like both Todd Foster and Olivier Moyon. Olivier is a difficult employee, but you have been friends with him for years. He is very valuable to the company. You'd like to keep Olivier if possible and to find ways of dealing with the situation.

ANEXO 17



International Trade – English - 30th and 31st January 2012

Example of a written production:

A: Can we start please? The main purpose of this meeting is to discuss the financial situation. So, X, do you want to say something?

B: Yes, I want. Remember that my goal here is to give the worker all that they deserve.

A: As you know, we have a big problem. The financial situation is not good.

B: Ok I agree that the company has this problem but subsidised restaurants are a right, and workers want to feel involved in the company decisions.

A: As a union representative, you have an important role in this company but we have to take some decisions immediately and maybe the workers won't like some of the decisions.

B: I agree that some things must be changed. So what are your suggestions?

A: We have two options: reduce costs or the salaries.

B: That's out of question.

A: Ok, I understand your point of view but do you have another option?

B: We could offer a wider choice of food and this way we wouldn't touch the salaries. Satisfied workers are more productive.

A: Why do you suggest a wider choice of food?

B: We want more than a soup, a sandwich and a glass of water. We want meals of quality.

A: But we don't have money. I want to reduce costs not increasing. We can keep the food and we can offer one coffee at lunch.

B: You're just making excuses in spite of being rich. Make us a good proposition or else....

A: What do you mean by "or else", my dear X?

B: I mean get subsidiaries meals back or postpone the cuts until we consult all the personnel.

A: So what do you say if we improve the quality of the meals and we can discuss the other things in a near future.

B: This will be a compromise for the time being. Maybe in a near future, the finances of this company will improve. Can you go over with what we agreed?

A: To summarise, we agreed to improve the meals and to postpone the cuts.

B: Excellent. I'll be in touch.

A: Ok, thank you for your attention. Have a nice day.

Mrs. Shata Abeer & Mr. Jeremy Pt

ANEXO 18



International Trade – English - From the 7th to the 28th February 2012 (7th, 9th, 14th, 17th and 28th February)

Examples of the chart filled by one member of two continents.

AFRICA

You are going to participate in a Conference. Fill in this chart to help the facilitators. Thank you!	Think of an imaginary character for the conference and fill in this chart. Thank you!
Name	Marius Bonger
Nationality	Cameroon
Age	33
Marital status	Single
Where were you born?	Cameroon
Where do you live?	South Africa
Working experience	Accountant
Current job	Coordinating Executive Manufacturing & Manufacturing Support
Current position in the company	Executive Vice President Chief
E-mail	buba@gmail.com
Are you coming alone? YES or NO. If yes, with who?	Yes
Are you coming by car, train or plane?	Plane
Accommodation: How many rooms? Single? Double?	Single Room
Any special food?	African food
Any particular need?	No alcohol

ASIA

You are going to participate in a Conference. Fill in this chart to help the facilitators. Thank you!	Think of an imaginary character for the conference and fill in this chart. Thank you!
Name	Feng Hau Nu
Nationality	Chinese
Age	40

Marital status	Married
Where were you born?	China
Where do you live?	Hong- Kong
Working experience	A lot
Current job	President of ACMA (Asian Car Manufacturers Association)
Current position in the company	President
E-mail	fenghaunu@gmail.com
Are you coming alone? YES or NO. If yes, with who?	No
Are you coming by car, train or plane?	Plane
Accommodation: How many rooms? Single? Double?	2 rooms, one with king side bed and other with single beds
Any special food?	Only Chinese food
Any particular need?	I need crystals in my room

ANEXO 19

Lista dos participantes



Dubai, 30th and 31st
March

Guests' list

Place	Name	Function / Company	
Dubai	Mr. Mohamed Abdel Rahman	Facilitators	Presidents of OICA – International Organization of manufacture Automobiles)
Dubai	Mrs. Shata Abeer		
Dubai	Mrs. Fadila Halima	Secretary	

Place	Name	Function / Company
Africa	Mr. Calvyn Hamman	Senior Vice President
	Mr. Marius Bungler	Coordinating Executive Manufacturing & Manufacturing Support - Executive Vice President Chief
	Mrs. Johanna van Zyl	President & CEO
Asia	Mr. Feng Hau Nu	President of ACMA (Asian Car Manufacturers Association)
	Mrs. Bhadra	Sales Manager - Representative of the Indian Car Manufacturers
	Mrs. Fan Man Li	Representative of the Chinese Car Manufacturers of ACMA (Asian Car Manufacturer Association)
	Mr. Raffaeru Suwatari	Vice President of ACMA (Asian Car Manufacturer Association) and the representative of the Japanese Car Manufacturers
Europe	Mrs. Sílvia Almeida	Sales Coordinator BMW- PSA - Assistant
	Mr. Jurgen Kahn	Sales manager BMW- PSA
	Mrs. Leonor Ferreira	Sales coordinator BMW-PSA
	Mr. Nicolas de Villepin	Director of sales department BMW- PSA - Boss
Middle East	Mr. Jeremy Pt	Market Analyst - 2 nd in command

ANEXO 20

Convite



Organisation Internationale des Constructeurs d'Automobiles

4, Rue de Berri
Paris 75008
France

Dubai, 28th February 2012

Subject: Invitation

Dear Mr. Calvyn Hamman,

It is our pleasure to invite you to attend the “2nd International Car Market Conference”.

We greatly appreciate your presence in sharing this experience with us.

Attached we send the invitation card and a map.

Yours sincerely,

(Mr. Mohamed Rahman)

(Mrs. Shata Abeer)

Conference Date: 30th and 31st March
Conference Location: Dubai World Trade Centre
Telephone: +971 4 332 1000
Email: info@dwtc.com

DUBAI WORLD TRADE CENTRE & HOTEL LOCALIZATION



ANEXO 21



Dubai World Trade Center

Crowne Plaza Hotel

PROMOTOR



OICA

ORGANIZATION INTERNATIONALE DES
CONSTRUCTEURS D'AUTOMOBILES

4, rue de Berri
75008 Paris, France

Tel: 55-555-5555

Fax: 55-555-5555

Email: oica@example.com

Dubai 2012



المؤتمر الدولي لسوق السيارات

30th and 31st March

at

Dubai World Trade Center



Promoted by OICA



International Car Marketing Conference

CONFERENCE PROGRAMME



FIRST DAY – 30 TH MARCH	
Hours	Description
9H00	Reception of Speakers Opening of the Conference. Presentation and greetings by Mr. Mohamed Abdel Rahman (President of OICA – International Organisation of Manufacture Automobiles).
9H15	<p>"South Africa Car Industry" by Mr. Calvyn Hamman (South Africa representative of PCIFE (Promoters of Cars industry and Foreign Exportation)).</p> <p>"Asia Car Industry" by Mrs. Fan Man Li (Representative of the Chinese Car Manufacturers of ACMA (Asian Car Manufacturer Association)).</p> <p>"BMW-PSA Joint Venture" by Mrs. Silvia Almeida (Europe representative and Sales Coordinator BMW- PSA - Assistant).</p> <p>"Study about Middle East" by Mr. Jeremy Pt (Middle East representative and Market Analyst - 2nd in command).</p>

FIRST DAY – 30 TH MARCH	
Hours	Description
10H15	Coffee break.
10H45	<p>First synthesis by Mr. Mohamed Abdel Rahman.</p> <p>Discussion (1st Part) – "Joint Ventures".</p> <p>Second synthesis by Mr. Mohamed Abdel Rahman.</p>
12H00	Lunch.
14H00	Discussion (2 nd Part) – "Joint Ventures".
15H45	Conference closing by Mrs. Shata Abeer (President of OICA – International Organization of manufacture Automobiles).
16H00	Free time for personal activities.
20H00	Dinner at Crowne Plaza Hotel.
22H00	Show performed by Company Theatre of Dubai.

SECOND DAY – 31 ST MARCH	
Hours	Description
9H00	Opening session by Mr. Mohamed Abdel Rahman.
9H15	Preparing the final papers.
10H15	Coffee break.
10H45	<p>Mr. Calvyn Hamman (South Africa representative of PCIFE (Promoters of Cars industry and Foreign Exportation)).</p> <p>Mrs. Bhadra (Sales Manager - Representative of the Indian Car Manufacturers).</p> <p>Mrs. Leonor Ferreira (General Motors – Sales coordinator BMW-PSA).</p> <p>Mr. Jeremy Pt (Market Analyst – 2nd in command).</p>
11H30	Closing remarks: "The next Joint Ventures?" by Mrs. Shata Abeer. Final conclusions.
11H45	Closing remarks.
12H00	Lunch at the Dubai World Trade Center.
14H00	Planned visit: The Dubai Fountains and The Burj Khalifa.
18H00	Transfer to the airport.

ANEXO 22



ANEXO 23



International Car Marketing Conference

Name: Mr. Mohamed Abdel Rahman

Country: Dubai

FACILITATOR



International Car Marketing Conference

Name: Mrs. Fan Man Li

Country: China

SPEAKER



International Car Marketing Conference

Name: Mrs. Fadila Halima

Country: Dubai



SECRETARY



International Trade – 9th and 13th March 2012

Conference – Opening Speeches – 1st Part

Mr. Mohamed Abdel Rahman

Good morning everybody. I hope you had a nice flight and that everything was in order as you wished.

(We hear some of the guests saying “No”)

Ok, we will speak about that later. You’ll have your time to do it. My name is Mohamed Abdel Rahman. This is my colleague Shata Abber. We are both the Presidents of OICA - International Organization of Manufacturer Automobiles, as you may know. As you all know, our company comprises 43 national trade associations around the world including all major automobile manufacturing countries. This is the second conference of this kind. As you remember, last year the conference was a huge success as we achieved great business partnerships and developed the sector like never before. The first conference was in the USA and it was marked by one word: success. We only hope that this year’s conference can be remembered as a success too. Last year, we were chosen to be this year’s hosts and we couldn’t be prouder. Let me reinforce that we are really glad to receive you all in this beautiful country of ours, Dubai. Firstly, I would like to thank you all for coming once again. We have 4 important regions of the globe and of the car market, here represented. From Asia, in front of me, we have Mr. Feng Hau Nu from China, president of ACMA, Asian car manufacturers. On his right side, we have Mr. Raffaeru Suwatari, from Japan, Vice-President of the same company, ACMA and he is also the representative of Japanese car manufacturer. We also have Mrs. Fan Man Li from China. She is the representative of the Chinese car manufacturers, behind Mr Feng Hau. And finally from India, behind him, Mrs. Bhadra, the representative of the Indian car manufacturers. From Europe, on my right side, we have Mr. Nicolas de Villepin, from France, director of Sales from BMW-PSA; on his side, we have Mr. Jurghen Kahn from Germany, sales manager from BMW-PSA; we have Mrs. Leonor Ferreira from Portugal,

sales coordinator of BMW-PSA and Mrs. Silvia Almeida, also from Portugal, she's from the Sales Department BMW-PSA too. In the centre of the room, we have from, representing the Middle East, we have Mr. Jeremy Pt., from Israel. He is representing the Middle East entire car market and he is an analyst. And finally, last but not least, we have over there our African brothers, I'm proud to say that, from South Africa we have here: Mrs. Johanna van Zyl from South Africa; Mr. Marius Bungler from Cameroon and Mr. Calvyn Hamman from South Africa also, representing PCIFE – Promoters of Cars Industry and Foreign Exportation. I really hope everything was in order with your hotel and your requests were fulfilled. I heard that not everybody is satisfied but we'll manage to get you full satisfaction. Erm, erm, let me say that these two days of conference are meant to be a success with all these influenced people in this room. I hope we'll have really two good days of conference. As we say in Dubai: "A house divided cannot stand". So please remember that these during these 2 days. I hope you really feel like home, we treat each other like a family and we can reach success, once again. Ok, now about the Conference, I'm going to give now some of the main lines. If you want, you can check on the program (**Anexo 26**). I think you all have the program on the tables. To begin with, we will listen to Mr. Calvyn Hamman, representative of PCIFE, followed by Mrs. Barbara from India, then we will listen to Europe Representative and Sales Coordinator BMW-PSA, Mrs. Sílvia Almeida and finally Mr. Jeremy Pt, representing the Middle East. Let me remind you that after the reading of the first papers, we will have the presentation of the PowerPoint of each group, in case you have them. After that, we will do our first break. After the break, we will have a first discussion about "Joint Ventures". That's our purpose here, and then we will do a summary of what we said and we can have lunch, then. I'll ask you to be here at 2 pm after lunch, for the second part of our discussion until 4 pm, more or less. We will close the first day of work and we will have the rest of the day off. Everybody can have a rest or take a walk to visit the city. I can recommend you to visit the "Aquaventure Water Park" where you can refresh yourselves and get some rest. At 8 pm, we will have dinner at the hotel followed by a show performed by the Company Theatre of Dubai. It will be an opportunity to understand the birth of this nation. I would like to remind you that tomorrow we will have the closing remarks and the final conclusions. I would like to thank you all, once again, for your presence here, wishing you all the best. Welcome to

the 2nd International Car Marketing Conference. I now declare this session open. So, the reading of the first opening speech will be done by Mr. Calvyn Hamman. You may start. Thank you, Mr. Hamman.

Mr. Calvyn Hamman

Good morning, ladies and gentlemen, we would like to thank first the facilitators, Mrs. Shata Abeer and Mr. Mohamed Abdel, for the opportunity of inviting us to visit this beautiful country and attend to this conference that we hope it will be a success. Secondly, we also would like to thank the participants from Europe, Mrs. Sílvia Almeida, Mrs. Leonor Ferreira, Mr. Nicolas de Villepin and Mr. Jurgen Kahan. From Asia, Mrs. Bradra, Mrs. Fan Man Li, Mr. Feng Hau Nu and Mr. Raffaeru Suwatari and from the Middle East, Mr. Jeremy Pt. We hope this conference will be profitable for all of us. I am really happy to have been given this opportunity to participate in this conference with my partners from PCIFE, Promoters of Cars industry and Foreign Exportation, Mrs Johanna Van Zyl and Mr. Marius Bunker. Our role is to promote the sales of the car industry all over the world as well as in South Africa. As a consequence, that will (unintelligible) will help to increase the rate of employment. We hope to show you, during this conference, that we have a quite significant number of competitive advantages as well as great development programs in terms of Motor Industry. Thank you all for your attention and we hope that this conference will be a success.

Mr. Mohamed Abdel Rahman

Thank you, Mr Calvyn Hamman. Now, let us pass to the second guest, Ms Fan Man Li, please. You can read it. I'm sorry, it's Ms Bhadra from India.

Ms. Bhadra

Good morning, ladies and gentlemen. It is an honour to be here at this conference. ACMA group would like to thank Ms. Shata Abeer and Mr. Mohamed Abdel for the invitation to this event. We also like to thank all participants that came from Africa, Europe and Middle East. First of all, we will introduce ACMA Group. ACMA means "Asian Car Manufacturers Association". This organisation was created in 1980 with a unique objective: join the car manufactures of Asia. In this conference, ACMA group is represented by Mr. Feng Hau Nu the President, Mr. Raffaeru Suwatari, the Vice President and the Japan representative, Ms. Fan Man Li, the China representative and myself, Ms. Bhadra, the India representative. ACMA Group would like to thank once

again our presence in this conference. We are here to transform the automobile industry. We want a harmonious environment and all countries working together.

Mr. Mohamed Abdel Rahman

Thank you, Ms Bhadra for your intervention Er, so let's continue. We will hear Mrs Silvia Almeida. Please, you'll have the word.

Mrs Silvia Almeida

Good morning, ladies and gentlemen. I'm Silvia Almeida, the Sales Coordinator at BMW-PSA. Today, BMW-PSA is very well represented. Mrs. Leonor Ferreira who is also a Sales Coordinator. On my left, erm, I have Jurgen Kahn, Sales Manager; and Nicolas de Villepin, our Director of Sales Department. We would like to thank Mrs Shata Abeer and Mr. Mohamed Abdel Rahman to give us the opportunity to be here in this conference today. During this conference, our expectations are very high because we wish to make business with other companies. We also expect to reach a final agreement. Let us give the main reasons for our presence here. We will start with the description of our main goals for our partnership in Europe. The first objective in this partnership is to open a technology platform for electric powertrains. We have a common goal. The first one is to set new standards for clean mobility and to increase our social responsibility. This will create 650 jobs in Europe, and it will also create economies of scale for the future. We also expect to sell out technologies to the other companies, and we hope to establish strong partnerships outside Europe, mainly in China, India and Middle East. We would like to thank, once again, Mrs Shata Abeer and Mr. Mohamed Abdel Rahman, as well as all the other guests, and we are sure that this conference will be certainly a success. Thank you, everybody.

Mr. Mohamed Abdel Rahman

Thank you, Mrs. Silvia Almeida. Finally, let's listen to Mr. Jeremy Pt.

Mr Jeremy PT

Good morning, ladies and gentlemen, my name is Jeremy PT, as you all know, and I'm an analyst who does some research work about the Middle East. I am not a car company salesman. Er, my research and conclusions will certainly be very useful for those who are interested in this, as it can be sometimes seen as a forgotten market. I'm here to tell you some facts about the Middle East market and to launch a discussion about future strategies for this market. In this crisis reality, where the demand for

vehicles decreases, this market can be seen as a sales saviour. Firstly, I would like to thank Mrs. Shata Abeer and Mr. Mohamed Abdel Rahman, for this opportunity. I also thank you all for listening to me. As we all know, the Middle East, sometimes, is seen as a forgotten market, less important. All the focus goes to the USA, European Union and Asia, but let me tell you, those opportunities exist. Let me speak about four countries. Turkey to start with. It has 6 million vehicles, a large market, and for sure some need to be replaced; Saudi Arabia is a great 2nd hand market, for high value vehicles and Egypt has a population of almost 85 million and finally Israel where the idea of new, low-cost, environment-friendly vehicles is welcomed. I'm not here to go alone to this market. I'm here to discuss and to listen to your opinion and to your points of views, and who knows, if we can make joint ventures to attack this market with profits to all parts. Thank you. Later on, I will present a PowerPoint and I will highlight some ideas and launch the discussion. Thanks again for listening.

Mr. Mohamed Abdel Rahman

Thank you, Mr. Jeremy Pt. So, after these first impressions, I think it's time for the first break, 5 minutes break. Thank you all and please be here on time.

Conference – Speeches with PowerPoint – 2nd Part

Mr. Mohamed Abdel Rahman

I hope you enjoyed your break. Now we are going to start with the presentations of the PowerPoint of each group. We are going to start with Africa, first, then Asia, Europe and Middle East. Please step forward. Africa first, yes.

Mr Marius Bunger

Thank you everyone. Thank you, Mr. Mohamed and Mrs Shata. I'm here to present Africa. We will start by showing the (unintelligible) of our continent. Then I will give you some topics about...

(Mr Feng Hau Nu arrives late. Mr Marius Bunger waits for him to seat down)

Mr. Mohamed Abdel Rahman

You can continue, please.

Mr Marius Bunger

Thank you. As I was saying, then I will talk about South Africa in particular. As you can see, South Africa is located in the South Africa. Its borders with Namibia, Botswana, Zimbabwe, Mozambique and Swaziland. The capital is Pretoria, the executive capital, Bloomfontain is the judicial capital and Cape Town is the legislative capital. South Africa has nine provinces, Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Mjamalanga, Northern Cape, North West and Western Cape . The official language is, er, the official language is English but it's, we have the Afrikaans that represents 3%, English 8.2%, Zulu represented with 23.82%, Xhosa with 17.64%, Sesotho represents 17% and others with 6.55% . The population is around 50 millions. The area is around 1 million 2 hundred and 90 square meters; the business language is English and the currency is the Rand. Our natural resources are gold, coal, iron and diamonds. We have copper too, platinum, natural gas and we have manganese and salt. Sorry, a little technical problem. **(Short delay)**. I think it's all. I have just finished it. Thank you for listening to me. Thank you, facilitators.

Mr. Mohamed Abdel Rahman

Thank you. Secondly, we will listen to the presentation of the PowerPoint from Asia. That will be Mrs Fan Man Li, please.

Mrs. Fan Man Li

Hello everyone. I'm sorry, technical problems. I'm here to talk about Asian car industry, er, so, the car market in Asia is an open window. In this graphic, we can see that India and China cars by 1000 people is very low, 11 in India and 22 in China, erm, those two countries are developing, day by day, and are considered by the economic specialists as emerging countries. So, this market needs and wants cars. The Asian car market is looking for luxury brands and middle class transports and buses. In summary, Asian car market is still to explore. The car sales in China, in all countries of Asia, the cars bought are from well- known brands in their own countries or foreign brands. But there is an exception: China. For about 48% of the car sales, in China, are from joint ventures with foreign brands: Toyota/Joint Venture, Shangai/Volkswagen, Shangai/General motors, Guangzhou/Honda, Fan/Volkswagen, Dongfeng/Volkswagen. As we see, the foreign brands are associating Chinese brands to enter the market. It is a great strategy but without our workforce and production it was impossible to do it. About the workforce, in this 2008 graphic, about production and labour cost, we can

verify that India and China are the cheapest. Japan and South Korea are more expensive because of the investment in research and developing. In Asia, the workforce can be defined in 4 terms: low-cost, flexible, skilled and a high number of employees. Erm, joint ventures in Asia. Erm, Nissan and Renault. As we can see on this board, this joint venture was the most productive in 2008, arriving to the 4th place in the worldwide rank, in front of big European joint ventures such as Fiat-Chrysler and PSA-Peugeot Citroen. In 2011, the group sold almost 8 million cars in the world, getting the 3rd place in sales, behind General Motors and Volkswagen. So, that's all. Thank you, everyone.

Mr. Mohamed Abdel Rahman

Thank you, Mrs Fan Man Li. Next, we will listen to the representatives of Europe.

(Some minutes of preparation)

Mr. Nicolas de Villepin

We're going to give you our visit cards. **(All the members distribute them)**. Well, good morning, ladies and gentlemen. We are here to present our company and we are going to introduce our projects too. Now, Mr. Jurgen Kahn, my assistant, is going to introduce our joint venture.

Mr. Jurgen Kahn

Good morning, everyone. I'm going to start with the industry of our joint venture. As you can see, we started our partnership in 2002, erm, both companies cooperated to produce 4 cylinders engines; from 2006 to 2010, 1.8 million motors were built for Mini, Peugeot, Citroen and in October 2010, we signed a joint venture to manufacture hybrid and drive technologies. Now, I'm going to speak about the added-value in our partnership. As you can see, uh, we will create 650 jobs in Europe in research and development and, erm, after this, Mr. de Villepin, my boss, will talk about our manufacturers' products.

Mr. Nicolas de Villepin

...and my assistant will give you our catalogue with our project. If you want to order. Well, we are manufacturing all relevant components for electric trains, high-voltage batteries, electric motors, generators and power electronic. We want to expend this at all the electronic energy for the cars. You can see electric trains and high voltage battery. It's for our electric cars; electric motors and generators and power electronic. Well, we have finished. If you want to see our catalogue.

Mr. Mohamed Abdel Rahman

Thank you, Mr. de Villepin

Mr. Nicolas de Villepin

You're welcome.

Mr. Mohamed Abdel Rahman

Now, last but not the least, once again, Mr. Jeremy Pt.

Mr. Jeremy Pt

Good morning, again. Can I use this computer?

Mr. Nicolas de Villepin

Yes.

Mr. Jeremy Pt

Mine got retained on the customs.

(A few minutes preparing the computer)

Ok, good morning, er, I'll make my presentation. It's about the cars in the Middle East. Let's start. Er, where are my notes? The Middle East has about 20 million people. We will focus our attention in four countries. They have about 30 million people; it's about 60% of the car industry of the Middle-East. We will speak about Turkey, Israel, Saudi Arabia and Egypt. Turkey has 6 million passenger cars; Israel 1.7 million; Saudi Arabia, 3.2 and Egypt, 2.1 million. These are just some numbers. We can notice that the big population are in Turkey and Egypt, they have a lot of people, and we also need to focus on the GDP per capita. The only country which has a low GDP per capita is Egypt, all the rest have good GD. Economy is growing, erm, and Egypt has a problem with inflation, 11% is a high inflation. And Turkey has a problem with unemployment rate. All the rest is normal. Let's start by Turkey. They have 6.1 million vehicles. You can see that they are most passenger cars, also trucks and vans and in 2004, they have exported half-million of vehicles to Europe and in 2008, they produced 1 million vehicles. They are the 6th largest European manufacturer. And they build TOYOTA, HONDA, HYUNDAI, MERCEDES and they have MAN factories. MAN builds trucks. They also have self brands, BMC, OTOKAR and TEMSA. Saudi Arabia. Saudi Arabia has a curious problem. They don't sell a lot of new cars but sell a lot of second-hand cars. And this can also be seen as an opportunity. Every house-hold has at least one car. Sedan leads the market and the JEEPS follow. As I said before, it's a strong second-hand market. Most of the cars

that are sold there are second-hand. Japanese cars lead the market, America follows. European and Korean cars are seen as cheap cars. They have a bad image there. Egypt. The problem with Egypt is the Government that owns the factories. The State tries to produce cars and put cheap cars in the market. You have to be careful about it. You will have a competition of the Government. AAV group produces the cars and exports for the rest of the world. It is seen as a base for the rest of the world. DAIMIER, AG, KIA and PEUGEOT are built there. MCV is the MERCEDES for trunks and big cars. It is the base for Europe and the rest of the Middle East. For example, most of the cars for MERCEDES, the big trunks are built in Egypt, then they are exported to the rest of the Arabic World and Europe. Again Egypt, the Russian car is produced there. LADA is a very cheap car. In 2010, the car sales beat all the records and in 2011, the volume grew even more. It is a growing market. The self-produced cars lead the sales with almost half of the market. CHEVROLET, HYUNDAI and KIA have significant sales there. Now, we have Israel (slide nº 8). It is a growing market. In 2010, it grew 25%. MADZA is the market leader and number 2, HYUNDAI has seen its sales growing 50%. They are almost catching MADZA. The passenger car is a leading segment. TOYOTA and SUZUKI are conquering the market. As we can see, Israel is a weak market for the American cars. The cars that lead the market are all from Asian manufacturers. Then we have Afghanistan. Why this country? Almost every car sold there is TOYOTA and it is also a strong market for second-hand cars. The passenger cars, trucks and vans lead the sales. They use trucks for everything as taxis, to carry weapons, everything. Japanese Toyota is the leader, for example, when you say "I will buy a car" to someone from there, he will think that it is a TOYOTA. TOYOTA-COROLLA is the most used car in Kabul, a second-hand, of course and, this is amazing, 90% of all cars that are sold are COROLLA-TOYOTA. So, if someone wants to sell TOYOTA, go there. Two problems: car smuggling and no speed limit. Opportunities, it is a big market. There are lots of people and cars. All the countries are growing in terms of GDP, erm, the demand is rising. Uh, Turkey can be seen as a door to Europe, Egypt is a base to the Arabian World. In Egypt, we have a situation that is the taxi replacement program. They have millions and millions of taxis and the Government is trying to replace those taxis by new models. We can make agreements with the Government and try to make partnerships and keep these programs with the Government. This is a good opportunity. Saudi-Arabia, we have the change, for

example, to make agreement with leasing cars with Europe and the United States. They like to replace cars. We can pick those cars, changed them and sell them in Saudi-Arabia. This is also a good opportunity. And Israel is opened to the electric technology and they also have a tradition is Research and Development. Threats, as I told you before, Egypt has a low GDP and the Government controls and sells cars. This is problematic. Turkey, we have the unemployment. It's high. And we also have big players in both countries. We are not alone there. Egypt and Israel, we all know that they have the problem with wars. Saudi-Arabia, they don't think about electric cars. They like powerful cars, they don't care about electric and those new technologies. They don't work there. The market is flooded with Asian Cars and the American brands, in some situations, can be seen as disdain. We also have the cultural barriers. It is not an easy market to understand and the competition. Thank you all for listening.

Mr. Mohamed Abdel Rahman

Thank you, Mr. Jeremy Pt. Ok, I think it's time for us to have another break. We listened to the first impressions, the first numbers as well as the first goals. The break will be a little bit longer. We'll have half an hour break. I hope you all be here on time. Thank you all. See you.

Conference – 3rd Part – Discussion 1

Mr. Mohamed Abdel Rahman

Our partners from Europe want to show us something as well. Mr de Villepin, please step forward.

Mr. Nicolas de Villepin

Well, we created a website for the conference. If you want to comment anything of our rubric and you have here our contacts. If you want to take note of the link. It's OK.

Mr. Mohamed Abdel Rahman

Is that it? Thank you. So, about the first part of our sessions, we saw some numbers and some themes and I wrote them some of them and we have some data of all regions and of the automobile section, the current situation of the market. Some ideas for the future, some joint ventures that have already been made. Now, we will

initiate the discussion, er, and I want you to give us all a summary of your intentions, uh, what about the current analysis of each market in the different regions. I'm going to ask Mr Feng Hau Nu to start to speak about this topic country and all the others feel free to intervene, to speak freely. What do you have to say about the goals and the proposals of Asia?

Mr. Feng Hau Nu

We would like to talk a bit about our joint ventures, maybe at the end of the conference. We would like to ask you the following. I was reading the information about this website. I was under the impression that you were here a conference about the car market but that slide or website, I don't know, make me think, I don't know, at least the impression that you were here showing different car brands. As far as I know, we are here to work together, to achieve certain country terms and to achieve cooperation, erm, so, erm, I'm asking that, that information should be changed, if you may.

Mr. Mohamed Abdel Rahman

The information about the website or what I asked you?

Mr. Feng Hau Nu

We must always work together and, of course, the brands by our side but not as the prime, how should I say, the prime subject of this conference. The prime subject of this conference is cooperation. Not selling, at least, that's our goal. Not selling and, uh, I'm sure that you agree with me, that, uh, this conference is being held in Dubai for a particular reason.

Mr. Mohamed Abdel Rahman

Which is?

Mr. Feng Hau Nu

That's all we have to say for now.

Mr. Mohamed Abdel Rahman

Don't you want to analyse what you show us in your PowerPoint, to speak about the numbers, what has been done before?

Mr. Feng Hau Nu

The numbers are pure maths. I would like to hear a bit more about other countries terms...

Mr. Mohamed Abdel Rahman

No problem...

Mr. Feng Hau Nu

...and then, maybe, and we can contribute, erm, more wisely.

Mr. Mohamed Abdel Rahman

Ok, we'll start then with a different person, I think, a person who doesn't have problems of speaking, Mr Jeremy PT, to give us the numbers.....

Mr. Jeremy Pt

I have already given them...

Mr. Mohamed Abdel Rahman

But to start the discussion...

Mr. Jeremy Pt

To start, er, I was taking notes and, during the coffee break, I spoke with Mr. de Villepin, uh, maybe BWM-PSA, in Israel, can do some joint ventures. I also was writing about Saudi Arabia that ,uh, there some is, some communication work to be done there because the image that they have about Asian and about European cars should be changed. So, for example, campaigns, some events...

Mr. Jurgen Kahn

About green technology?

Mr. Jeremy Pt

About?

Mr. Jurgen Kahn

About green technology?

Mr. Jeremy Pt

No, no, not about green technology. I think it is useless to force green technologies in Saudi Arabia. There's a lot of oil . Erm, so....

Mr. Mohamed Abdel Rahman

Uh, what about the other countries? Does everybody share the same opinion?

Mr. Feng Hau Nu

No, not particularly.

Mr. Mohamed Abdel Rahman

What about the green technology? Do you have anything to say?

Mrs. Johanna van Zyl

The green energy is the future and the oil will finish in 10 years, so...

Mr. Jurgen Kahn

That's the main reason...

Mr. Jeremy PT

Yes, it will but they are not concerned about this. Right now, my suggestion is to make a good communication work to see the European cars and Asiatic cars as good cars and make the car that, we can make good products in the USA and Europe for the people of the high segment that like to change the cars every 5 years and also for the leasing companies, to put them almost new and sell them in Saudi Arabia. I think it is a good opportunity, what to do with those cars. And I was also writing about using the cheap manufacturers from Asia and try to use Turkey or Egypt as a base to attack the African Market, to try to fill Africa with cheap cars.

Mr. Marius Bunger

I liked the idea of Mr. Jeremy. I would like to say that to attack the African market, it's very important that you have in mind the green technology because nowadays, we are changing our production to the green technology. So, if you, if the Middle East doesn't care, doesn't want, doesn't care about the green technology, it will be difficult to enter in the African market.

Mr. Jeremy PT

OK, I don't say that...

Mr. Marius Bunger

Let me finish, let me finish. Something can be a base to enter the African market but we also have a lot of, uh, we also have a good market but it's very important that you have in mind that you need to establish a commitment with us.

Mr. Jeremy PT

Just for a start, I'm not here to sell cars, I don't sell anything. What I said about the green technology is that Saudi Arabia is not important. For Africa, I recommend joint ventures with Asia with the manufacturers and sell cars there. I said nothing about green technology.

Mr. Jurgen Kahn

Can I ask, sorry to interrupt, can I say something to Mr Jeremy PT? I agree that Israel isn't very interested in green technology but I totally disagree with your idea that

Saudi Arabia is not suitable for green technology or electric cars. I think that it has a huge potential, just because it is a country, that doesn't mean that there is no potential to sell our brands in Saudi Arabia. Actually, they use a lot of solar or oil energy so I think that we have a huge potential to sell our products over there.

Mr. Jeremy PT

I think so but you, I think that the group should focus right now in improving that technology. It's not a mature technology. Forget the (unintelligible) should be your goal. You should focus and supply your market, make partnerships....

Mr. Jurgen Kahn

I agree with you that the developed markets are recommended for electric cars but I think that the emerging markets have a new potential. As we can see, in China today, they are producing a lot of green technology so I think that it is not a question of not only for the developing markets.

Mr. Raffaeru Suwatari

Sorry to interrupt. Eco-green technology is not produce in China. We got the cluster of eco-green production in Thailand. So, we have a lot of factories that are specialized in eco-green. It is not China.

Mr. Jurgen Kahn

OK.

(a few seconds of silence)

Mr. Jeremy PT

I just want to give my last idea. Think about the opportunity that Egypt offers, the taxi-replacement program. It is an opportunity for all.

Mr. Marius Bunger

Mr. Jeremy, when you were talking about entering Africa market, I would like to ask you what you are thinking of?

Mr. Jeremy PT

It is not me that is going to make the strategy, I'm just here, here to advise. Based on what you tell me, you want, maybe cheap cars, that is an emerging market, it's not, I think South Africa is very good with green power but it is an exception. I think they need, but, for now, cheap cars with good green technology. But it is not me the one who will sell cars. It's with Asia, it is with Europe, the manufacturers.

Mrs. Johanna van Zyl

But in Africa, we can't have cheap cars.

Mr. Jeremy PT

You can't?

Mrs. Johanna van Zyl

No, because you've got lots of kilometres. And we need strong cars, not cheap cars. And we have BMW, FORD, GENERAL-MOTORS, MERCEDES-BENZ, RENAULT, TOYOTA in our country.

Mr. Jeremy PT

You mean South Africa or in all Africa?

Mrs. Johanna van Zyl

No, in South Africa.

Mr. Marius Bungler

But from South Africa, we export to...

Mrs. Johanna van Zyl

...all over the world and...

Mr. Marius Bungler

...all over the world but particular in Africa too, in all the continent.

Mr. Jeremy PT

So it means, South Africa is, has a different consumer profile from the other countries. Africa is a continent so each country needs to be...

Mr. Mohamed Abdel Rahman

I think that South Africa should be a model for the rest of the country. Many things....

Mr. Jeremy PT

You mean the rich countries in Africa. It is not (unintelligible). It should be the first to offer a base for the other ones but it should not be an example.

Mr. Jurgen Kahn

And what would be your example in Africa for a...?

Mr. Jeremy PT

Uh, you should, for example, you can use South Africa as a base (unintelligible), uh, but you should try to find some other interests in different in countries, for

example, you should see what they have in common. For example, those groups all speak Portuguese. They have the same consumer profile. Let's see what they want. These ones, they are from, they were influenced by France, but see what they need. I don't recommend to take South Africa as a model. No, it is a base, a base for, to expand for the rest of the continent, not a model. It is a base, then you make groups of countries and then you analyse the groups. The same as Europe. You can't say that Germany is a model for Europe. Germany is a leader but you have the Latin countries, you have the Northern countries. You should be...

Mrs. Johanna van Zyl

But many factories are in South Africa and we have three big ports...Port Elizabeth...

Mr. Jeremy PT

So South Africa can be the base...

Mrs. Johanna van Zyl

...and we have the manufacturers near the ports.

Mr. Nicolas de Villepin

It quite a good place to expand our market in Africa but we think it is better to export in Egypt because it is near our region but we want to export to South Africa too.

Mrs. Johanna van Zyl

But we export cars to Europe...

Mr. Nicolas de Villepin

Yes, but we want to increase our market in Africa but our places for the future is Egypt, it is not South Africa because we have relationships with Alger, Morocco and Libya and Egypt is very near our continent.

Mr. Calvyn Hamman

I can give you an example about China. China has been making (unintelligible) in Africa. They are (unintelligible) taking long investments there. I think that this point is very important. China has, at this time, (unintelligible) about investments. Africa is a continent for someone to invest in long term. The government (unintelligible). With exportation and importation deals (unintelligible) the market will increased in Guinea and Brazil, for example, because Africa is a continent to invest.

Mr. Nicolas de Villepin

Yes, I agree with you but China isn't in Europe. We are near Egypt and Maghreb. (unintelligible) We want to increase our market in Africa but with Maghreb not with South Africa.

Mr. Mohamed Abdel Rahman

As we are speaking about Chinese market, I think Mr Feng Hau Nu would like to speak...

Mr. Jeremy Pt

Just a few words.... Why not, why not joining the European technology with the Asiatic manufacturer power (unintelligible). This makes sense. Right now, this makes sense. You have the technology...

Mr. Mohamed Abdel Rahman

So I think that we'll have the opinion of Mr Feng Hau Nu later on. We are going to have a small break and when we return, we will listen to his intervention. Thank you.

Conference – 3rd Part – Discussion 2

Mr. Feng Hau Nu

Thank you, Mr. Mohamed Abdel Rahman, erm, well, erm, all your interventions were quite interesting. I would like to start by telling, politely, to our facilitators that we established specific goal. I know that we are here talking friendly about some of the problems and opportunities that we face in the global car market. At the same time, I feel that we must achieve, at least, one or two goals by the end of this conference. Er, I expect you all will talk about the Asian car market, er, specially China. I understand that China, at this moment, is a very interesting country because of the extremely large market that we represent, er, let me just, er, remind you all some percentages and figures. As we know, we, on a world level, have an average of 500 cars per 2000 inhabitants and both markets, in China and in India, have in average (unintelligible). So we come to the conclusion that this market is not, as some people say, very (unintelligible). I must dare to say that the Asian market will be, as in other markets, key to the entire world. So our goal, for the next 20 years, is to increase, of course, the production of cars in India and in China, uh, to respond to the rising demand of this

market, erm, at this time, we have already created many joint ventures, at least 50%, about 50% of our production is already made through joint ventures, with local brands and mainly, erm, Japanese factories...

Mr. Mohamed Abdel Rahman

But I think that one or two more, it's not, it's never enough. Don't you agree with me?

Mr. Feng Hau Nu

You have to understand that you must share our market with further constructors but, at the same time, I must tell you that, uh, that sharing has to be done in a construction level. In this case, by construction, I mean that the factories are going to be built in Asia. Erm, of course, we have a high demand for new brands but, specially China, it's not, it's not a country that, er, continues to embrace a low cost and bad quality workforce. We, now, have passed to another goal. We continue to have a very low cost workforce, comparing to other countries, but we feel that we must have also, at least, medium and high quality of cars. We, also, at this moment, have two major employers on our market. They are, of course, India and TATA and all big Japanese manufacturers. So we have already quality, very high standards.

Mr. Mohamed Abdel Rahman

Why should the factories be in Asia? If you have so many, why should the future....?

Mr. Feng Hau Nu

We have them in Japan and India. I am here as President of the Asian cars manufactures in Asia but also as the representative, of course, of the Chinese government. What we plan and what we will achieve is, by definition, under our (unintelligible) terms. We have the market, we have also the knowledge and our goal, as well as yours, I'm sure, is to transport some of that technology to China.

Mr. Mohamed Abdel Rahman

That means from Asia to Asia? (unintelligible)

Mr. Feng Hau Nu

Some, some of the technologies from European and United States cars makers used to be transferred to China with some joint ventures.

Mr. Mohamed Abdel Rahman

Thank you. Would someone want to say something?

Mr. Jurgen Kahn

Ok, er...

Mr. Feng Hau Nu

Let me just finish, er, if you please...So we are eager to hear your joint ventures proposals (unintelligible). Thank you.

Mr. Mohamed Abdel Rahman

Thank you, Mr. Feng Hau Nu.

Mr. Jurgen Kahn

So, as you know, we are from BMW-PSA. We are very interesting in undertaking, er, jointventures in China, er, since China is a new potential for green technologies, er, or electric cars and we also agree with your point of view that, in China, today, it's not only to go there and build factories for low-skilled jobs, and the type of, the type of joint ventures that you also establish in China, it's for high-skilled jobs and to invest a lot in the sector development, and so we think that our partnership in China (unintelligible). That's all I have to say.

Mr. Nicolas de Villepin

Like the joint venture Renault-(unintelligible), I think we can agree on joint-ventures with your companies in Asia, like General Motors or Toyota or other

companies in Asia. I think it is very important for us to create joint ventures with your, your continent.

Mr. Jeremy Pt

Can I add some ideas? Uh...the same way that some American cars are seen in the Middle East with some disdain, for example, Europeans don't expect quality, er, from Chinese cars, they don't expect good design, don't expect nothing special from a Chinese car, so there's some work to be done. For example, when an European wants to buy a good car, he will buy an European car or an Asiatic car, Japanese or Korean, not Chinese. Chinese is, again, seen as low quality product, low product, low design, low innovation. Another thing, for example, to operate in China, you always need some joint venture. You can't play alone in China. And that is a big problem. If some company is very innovative and develops a good technology, it will be forced to share with the Chinese and they will, you know, (unintelligible). Another thing, take, for example, the military aviation technology as an example. You just, you need to do a research. Russia plays with India, they share technology with India. Russia plays with India. United States share technology, share technology with European Union, with United Kingdom, Germany, and Israel. They share technology. They have no problem in sharing and China plays alone. So, the companies, I think, they are a little bit afraid of working with China.

Mr. Marius Bunger

Yes, yes.

Mr. Jeremy Pt

Er, they have a close market, they have government control and they have the problem of sharing technology. If they have a good technology, they keep it to themselves and force the others to share.

Mr. Jurgen Kahn

There's a big confusion of what you've said. You said that we don't want to make low products, erm, quality cars in China. We want to establish with partnerships in China to make high quality (unintelligible) to sell components.

Mr. Jeremy Pt

Ok.

Mr. Nicolas de Villepin

I think, I think we (unintelligible) the partnership with China, we have the technologies, green technologies and (unintelligible). I think China can learn with us and we can learn with them. I think China is the strategic place for the cars because they have the money, of course, they have the labour force and I think that with our technology, that we can make a very, very good partnership, a good joint venture.

Mr. Jeremy Pt

Just one question: if you produce cars in China with China technology with your technology, those cars will be sold in Europe or you will sell Chinese brands in Europe or your brand?

Mr. Nicolas de Villepin

No, the brand of joint ventures (unintelligible) but our company is (unintelligible) it's BMW-PSA, and I, we can make one with this joint venture.

Mr. Mohamed Abdel Rahman

Mr. Marius Bunger, please, you have the word.

Mr. Marius Bunger

Thank you. Let say, let me give you some, some highlights of our program. We had a program to the motor industry that has started in 1995 and finish in 2012 and it will be renewed by another program and it will last until 2020. This program, this program, about, it's about the motor industry (unintelligible) and it's followed (unintelligible) on manufacturers (unintelligible) for export (unintelligible) car models. The program also (unintelligible). It will invest in new equipment (unintelligible) 20% of the capital of (unintelligible). I (unintelligible) I would like to say that Africa has an opportunity to investment, by introducing the theme of free trade agreement with the European, with the European Union and the US government. This is, this is to give you

some idea, according to the (unintelligible), Africa has a 63%, has a population of 63%, I'm sorry, I'm sorry, according to (unintelligible) 63% of African population now lives in designated free or (unintelligible) free countries, comparing to Asia which is (unintelligible) 66%.

Mr. Nicolas de Villepin

Er...

Mr. Mohamed Abdel Rahman

OK, now, before you speak, Mr. Nicolas de Villepin, I have some questions, here, that I would like to ask about Europe and then the China representative, will speak.

Mr. Raffaeru Suwatari

It's Japan.

Mr. Mohamed Abdel Rahman

Japan, I'm sorry. It will be Mr. Raffaeru Suwatari. So, I would like also to ask something to China. Do we undertake a joint venture for North Africa and South Africa? For Europe and Middle-East, China and Europe? Do we have Chinese cars in Europe with the help of Israel technology? Er, I would like to ask China if you agree about what the Middle East said about the low quality, the low design, the low innovation. What do you intend to do? And I'd like to ask one more question which is: does Africa want to invest in China? And Mr. Jeremy Pt said "Will you sell Chinese cars in Europe?" to Mr Villepin. And Mr Villepin: "Will Europe creates a new brand? Yes or no? And what brand does Europe want to have in China?" (unintelligible). So let's think about this...

Mr. Jeremy PT

No, no, let meabout that question...I have another...

Mr. Mohamed Abdel Rahman

You will have time to explain yourself. Now, we will proceed with Mr. Raffaeru Suwatari and then Mr. Feng Hau Nu.

Mr. Raffaeru Suwatari

Uh, about the European and Chinese joint venture, er, yes, we need European brands. There is a purchase in China and in India, (unintelligible) for luxury cars. So, it is necessary. We are not just thinking about the manufacturers. You need to think too that there is a 1.6 billion people, in China, that are getting economic power. The per capita is raising every year and you are, probably, you want to sell. What I saw in your presentation and in your website. Well, it shows me that you want to sell. So, if you want to enter the Chinese market to sell cars, er, you need to set up joint ventures with local factories and Chinese brands. About the European-Chinese brand, to sell cars in Europe and in the US and Africa, all over the world, it's important, yes, we think that's a good point to create a new brand, Europe and China.

Mr. Mohamed Abdel Rahman

Thank you, Mr Feng Hau, you'll have the word, please.

Mr. Feng Hau Nu

As President, I'm aware that, of course, China (unintelligible) will have some sort of brand, Chinese brand, in a near future. However, it's not achievable, it's a goal, of course. We would like very, very much to undertake joint venture not only in technological terms but also, at least, build some sort of a Chinese brand. The first level for our market, er, we can implement some changes and gradually make cars that will be bought by European and US markets. That car has to be, of course, of high quality because if it is a Chinese brand, uh, it is related to the country as BMW or MERCEDES is related to Germany. So we want to change the way the world sees Chinese brands as some sort of less quality. At the same time, we need green and some sort of hybrid or even solar technology. We need also transportation for our (unintelligible). I'm sure that we are all aware that we have, at least, 500 million people in the market. Those numbers are important for the world but, at the same time, we need to think about those people who, for the next 10 years, can't afford a car. They have to be moved, they have to be moved from the country to the factories and we need transportation to do that. So, uh, I have already, and I'm talking now as a Chinese representative, I have

already made a very good deal with TATA to build buses, green buses in China but, of course, we are, at the same time, open to discuss another joint venture. Erm, let me talk a bit about the components (unintelligible). Well, we have a special proposition for you. The components (unintelligible) is essential in China. At the same time, we have already built a high quality component industry. So, at this moment, our components are being used in India, in Japan but not in Europe or USA because, of course, you have your national industries. I can, of course, relate to that but, erm, but we are interested in seeing your trade with Asian components to the world, at least, 50%.

Mr. Mohamed Abdel Rahman

(unintelligible). What is the main...what is the main purpose? (unintelligible)

Mr. Feng Hau Nu

I've told you that we want to undertake joint ventures with green or hybrid transport. We are also interesting in undertaking joint ventures with components industry and we are also interested in all business propositions. The propositions are the following: you are all having much trouble with your brands with an excess of car production. As you all know, we all produce about 8 million vehicles in the world. At least 30 for 40 millions weren't sold last year. So you have an excess of some millions vehicles. You don't have any place to sell them, at the same time, and most of your factories, as I know, because I visited them, are operating on a small level. The proposition is this: you must close at least 30% of your factories. For that, we are prepared to buy, at least, 40 % of your excess production of which will be sold, by us. So you all have your brands being sold in Asia. Of course, most of the profit will be for us but, let me say, that that profit is going to be invested in joint-ventures. So, that way that 40% factories or 30% that will be closed will be transferred in (unintelligible) years time in China.

Mr. Mohamed Abdel Rahman

I think we need some time to analyse this. We will have a small break, five minutes again, coffee break.

Conference – 3rd Part – Discussion 3

After the break

Mr. Mohamed Abdel Rahman

Let's start. Please, attention. Where were we? We were in the final statements of Mr Feng Hau Nu and Europe will give an answer to...

Mr. Nicolas de Villepin

Yes...,

Mr. Mohamed Abdel Rahman

Please...

Mr. Nicolas de Villepin

I've just spoke with my boss and I think that it's finished the joint venture with China. We don't want to undertake a joint venture in China. We are choosing other countries in Asia, sorry, and if you want to talk (unintelligible), you'll send us your propositions but in these terms, it's not OK..

Mr. Jurgen Kahn

I just want to add another thing. I don't know if it has to do with the jet lag but I think your offer was to close 30, 40% of our production, 40% of your production....

Mr. Mohamed Abdel Rahman

40% of your production...

Mr. Jurgen Kahn

Er....

Mr. Feng Hau Nu

Sorry, maybe the term close is a little too harsh. I was not talking about closing. I was talking about transport, transport of that production from your country to our country. The proposal, in financial terms, is very strong. Let me remind you that now, if you consider the assets companies, you'll have, at least, 50% of your production just stocked in almost a year's time. So, we are prepared to solve that problem. All of your company assets would represent, in the stock market, a much interesting budget. You wouldn't have any expenses with the deal. We would buy, transport and sell all. You wouldn't have any extra expenses. So, er, our proposal is to be directly to the

manufacturers, with a smaller price, of course, and your brands, well, your brands will have, how should I say, will work more effectively because you don't have, in Europe, in five years term, enough demand, erm, to the factories that you have already. At the same time, you don't have the money to invest in China, to create joint ventures. So, I'm giving you the money, buying your production and you can be more efficient and, at the same time, er, let me show you that, er, the money that we make from selling your cars will be invested in launching joint ventures. So, I think it's a win-win situation for all.

Mr. Mohamed Abdel Rahman

Ok, I think you made the point. Do you want to say something?

Mr. Raffaeru Suwatari

Er, yes, Mr. Nicolas de Villepin, as you know, we are partners, Asia Car Manufacturer Association. You said before that you wanted to invest in China and your boss chose another country that you have supposedly begun negotiation or not? Because we are ACMA, we need to know that information because we represent the Asian car market. So, what is the country with which you would like to make business?

Mr. Nicolas de Villepin

Firstly, I want to answer to your assistant. I think you are wrong. We have money, we have established joint ventures like the joint venture between BMW-PSA. We invested more than 200 million Euros (unintelligible) and the joint-ventures is ...

Mr. Feng Hau Nu

So you call money 200 million Euros?

Mr. Nicolas de Villepin

Let me finish, hold on. One moment.....and the joint venture, for us, it's to create jobs. It's not to fire people. I think it's, you are wrong at that point. We want to create jobs. At this moment, 650 people are hired by us and for, for, for what you asked us, we want to keep in secret our strategy with other countries because, at this moment, we want to spend our strategy in China and in India but with China, it's definitely finished and we want to go in India and other countries but, er, yes.

Mr. Mohamed Abdel Rahman

Ok, for now, I think we've got your point. I'll give the word to an element of Africa, representing...

Mr. Raffaeru Suwatari

Sorry to interrupt. You didn't answer my question.

Mr. Nicolas de Villepin

I am sorry. Sorry. I have finished.

Mr. Raffaeru Suwatari

No, we want to know the country (unintelligible)....

Mr. Nicolas de Villepin

(unintelligible) yes, but, to cooperate, we choose China and India. China, we stopped the negotiations. Maybe India, if you want...

Mr. Feng Hau Nu

Can I interrupt? Er...

Mr. Mohamed Abdel Rahman

Yes, briefly.

Mr. Feng Hau Nu

We have made, er, we have made, er, a specific proposal. I understand that, in your terms, you don't want to close any factories because you are, of course, expecting that your demands in Europe will rise. I don't agree, of course, all the, all the financial, er, data tells us that the production in Europe will be stocked at least for more 6 to 10 years time and, of course, we have these 500 million market people. So, the first point that I want to say is very simple. If you don't want to make business with us, that's alright. We have already had very strong relationships with very good brands, er, European brands, er, and so, if you want to sell high luxury cars, well, you must do that to, well, let's just say that a global term that we can lift or down, if you want. So we can be closed. We have been closed for 500 years but now we are open and the people who are willing to trade with us, will trade. The people who don't want to trade with our terms, will not.

Mr. Mohamed Abdel Rahman

Ok, I think you've got the point and the other regions will have time to think about it, er....

Mr. Jurgen Kahn

May I say something?

Mr. Mohamed Abdel Rahman

Yes, if you do it briefly...

Mr. Jurgen Kahn

I will speak briefly. I don't agree with your point of view that we have a problem with demand because we are a global brand, we are in Europe but we expect that the demand around the world to rise, in the next years, around the world, in all countries....

Mr. Feng Hau Nu

The only demand that is going to be higher is in Egypt and South America.

Mr. Jurgen Kahn

South America, also?

Mr. Marius Bunge

South Africa...

Mr. Jurgen Kahn

South Africa.

Mr. Feng Hau Nu

Yes, of course. My distinguished colleague will talk about that in a minute.

Mr. Mohamed Abdel Rahman

(unintelligible). Do you want to say something? (unintelligible).

Mrs. Johanna van Zyl

Yes, we want, we have BMW manufacturers in Africa for a long time, in South Africa, in the north of Pretoria, and they will expand their export cooperation in 2012. Er, we have BMW series SEDAN, which is a good car for Africa, and it's exported to the United States. Er, (unintelligible) member will increase in long term, er, with markets like North America (unintelligible). Er, (unintelligible) represents a major injection in South Africa. Uh, we can ship all cars, as we have good ports, and I don't understand why you don't want to deal with us.

Mr. Marius Bunge

Just one moment, just a moment. According to the projection of the world (unintelligible), 9 of the 50 countries of the world with the highest rate of 5 years of economy growth are in Africa. So our economy is raising. So, what do you have to say about this?

Mrs. Johanna van Zyl

And we are a very rich country. We are not poor. So we have lots of money to invest.

Mr. Raffaeru Suwatari

In big cities, yes, you have a lot of money. Er, but the employers don't have that money. Those people need a car to go from their homes to their jobs. We propose to buy our factories in South Africa, TATA, to produce buses, electric green production to bring those people to their jobs and about the luxury cars, for the people who have more money, er, TATA, as you know, for the Land Rover, and I think that's a good market for those jeeps because of the terrain in Africa. There is the desert, the roads, in some areas, are not so good and to make a good business, I think that the jeep, it's a good way to do it. So, our proposal is to undertake that joint venture with association with the factories of TATA in South Africa to produce buses, eco green and to produce Land Rover jeeps.

Mrs. Johanna van Zyl

Erm, yes, that's a possibility but mainly in the cities not in the country. They don't use any cars because they don't a good transport. They don't have buses, they don't have another way to...

Mr. Raffaeru Suwatari

Yes, to the cars, we propose to TATA, as you know TATA uses the cheapest cars in the world, 2100 Euros so it's affordable to almost everybody in your country, mainly in South Africa, euh, it's a green car so I think (unintelligible).

Mrs. Johanna van Zyl

Yes, only the manufacturers that we have in South Africa are green cars...

Mr. Raffaeru Suwatari

But we have the cheapest cars and people and (unintelligible).

Mrs. Johanna van Zyl

We have the strongest cars. We have BMW, we have Ford, we have General Motors, Mercedes-Benz, Renault, Toyota and Volkswagen. So....

Mr. Raffaeru Suwatari

(unintelligible).

Mrs. Johanna van Zyl

Yeah

Mr. Marius Bunger

TATA is used in our program. The program that I mentioned before, it's the Motor Industry Development Program. It is a develop program started in 1995, as I told you before.

Mr. Mohamed Abdel Rahman

Would you like to say something else?

Mr. Calvyn Hamman

I would like to talk about the opportunities to invest in Africa (unintelligible).

Mr. Nicolas de Villepin

We, BMW, (unintelligible), we want to expand this partnership with you but in the terms you have already agreed with us, to expand it to all Africa.

Mr. Calvyn Hamman

(unintelligible)

Mr. Marius Bunger

We have an agreement in that point.

Mr. Nicolas de Villepin

Yes, and, secondly, we want to have the leadership in the car market in South Africa.

Mr. Marius Bunger

Sorry?

Mr. Nicolas de Villepin

We want a leadership in South Africa and we want to sign a contract, you can't buy Asian cars and we want you to buy only European cars.

Mr. Marius Bunger

The point, I would like to say that it is very difficult not to buy an Asian car but we will try to establish an agreement with (unintelligible). I think, what do you think?

Mr. Nicolas de Villepin

We want 60% of European cars (unintelligible). And we can develop hybrid cars and electric cars in this partnership. This is our proposition.

Mr. Jurgen Kahn

And we'll create (unintelligible) jobs.

Mrs. Johanna van Zyl

And we agree, we accept.

Mr. Marius Bunger

We would like to have a little time to discuss with our partners (unintelligible).

Mr. Nicolas de Villepin

Next, I want to speak to Mr. Jeremy PT. Israel seems a very good proposition (unintelligible) with...

Mr. Mohamed Abdel Rahman

In what terms?

Mr. Jurgen Kahn

In what terms?

Mr. Jeremy Pt

I just want to say something. Can I speak? Is it my turn? Right now, I'm a little bit confused. Right now, I'm confused in market terms. When you make European and Chinese cars, (unintelligible). I think South Africa needs to decide if they represent Africa or they represent South Africa. Because Africa is a big continent and I think you're just thinking about South Africa and other groups are missing the best (unintelligible).

Mr. Marius Bunger

Just, just...

Mr. Jeremy Pt

Let me finish, er, er, please. Er, er, it's the same problem with China. I think that they represent Asia. I only hear people talking about China, China, China, China. So, there's Japan and South Korea.

Mr. Mohamed Abdel Rahman

They spoke about (unintelligible) as well.

Mr. Jeremy Pt

But he spoke too late. Er, ok, China wants to play alone, er, this is not very important, but what I wrote is that China wants to sell Chinese brands but if China wants to sell its brands around the world, so (unintelligible) in China, they can't. They need to agree on joint ventures but China wants to sell their own brands around the world. Er, China is not a real open market, er, we are facing problems, right now, about the image of Chinese products because of (unintelligible), the jobs conditions. Er, I think (unintelligible) now that you have a negative GDP (unintelligible), it should important to

keep selling factories in Europe. Er, it doesn't make sense. Er, in the future (unintelligible), and China will face some problems to respect the people's rights. Er, Europe doesn't want to work in China. I think it wants to work with Korea, like you told...

Mr. Mohamed Abdel Rahman

But we have here the two most valued representatives of Asia market. They can't do nothing without speaking with these two people.

Mr. Jeremy Pt

(unintelligible).

Mr. Mohamed Abdel Rahman

Now, in terms of Europe (unintelligible).

Mr. Jeremy Pt

It's making agreements. What we know that is they want Asian cars, they don't want Chinese cars. They want Japanese or Korean cars and they want green technology. European cars don't sell in the Middle East.

Mr. Marius Bunger

Thank you, thank you. I'll answer to the representative of (unintelligible). As we started this conference, we told all that our main goal, that our company was with foreign exportation. We have place in South Africa to all regions and to all over the world. We are not, we are focus on our project.

Mrs. Johanna van Zyl

(unintelligible) in the world.

Mr. Marius Bunger

As I was saying before, that you think that Asian factories will grow(unintelligible), I would to (unintelligible).

Mr. Jeremy Pt

I didn't say, I will say that the future forecasts, China, China, attention, China will be forced to (unintelligible) they will be forced to pay people (unintelligible) and the price will rise and it will be competitive, that's the problem. It's not sustainable. They want to work alone, it's just that. I think that in the future some companies will be under pressure by the government to put the factories back to Europe because all the countries need factories, they need to produce, they need factories...

Mr. Marius Bunger

This is based on what?

Mr. Jeremy Pt

When you see the numbers of unemployment (unintelligible).

Mr. Mohamed Abdel Rahman

I have three questions before another break. I'm going to leave in the air three questions: China with South Africa? Europe with South Africa? Europe with Middle East? Will we announce joint ventures? Yes? No? Think about this. We'll have another break now. See you soon. Thank you.

Conference – 3rd Part – Discussion 4

Mr. Mohamed Abdel Rahman

Ok, let's start, once again. We have Mr. Jurgen Kahn.

Mr. Jurgen Kahn

Ok, I just want to clarify something. I think that there's a little confusion here in this conference. We didn't say that we are closed to do business with Asia, in this case with ACMA. We just said that we refuse the first offer from China. We know that ACMA represents all Asia, I think, and in relation to the Middle East, we want to reach an agreement with the Middle East but we think that just looking to Israel...

Mr. Jeremy Pt

No, I don't represent... I do some research. I don't represent...

Mr. Jurgen Kahn

Ok...

Mr. Jeremy Pt

We need to think about strategies....

Mr. Jurgen Kahn

We are looking to the Middle East but we think that there's more potential in the Middle East besides Israel. We don't think Israel is very advanced in green technology but we think that there's potential also in Saudi Arabia and Turkey because Turkey is near Europe and there's a lot of potential over there. And in relation to Africa,

we think that we maintain what we told and we think that it's impossible for you to refuse our offer.

Mrs. Johanna van Zyl

You must pay attention that we have all brands, BMW, Mercedes-Benz...

Mr. Jurgen Kahn

Yes, but...

Mrs. Johanna van Zyl

Yes, but also from Europe. Er..

Mr. Jurgen Kahn

We are not afraid.

Mrs. Johanna van Zyl

Er, Mercedes-Benz, er, Renault, and Volkswagen. So....

Mr. Jurgen Kahn

But we don't fear the competition. The market is free.

Mrs. Johanna van Zyl

OK.

Mr. Mohamed Abdel Rahman

So, I'll give the word to the Asians now. Does someone from Asia want to speak? From Japan? China?

Mr. Raffaeru Suwatari

Yes, about what Jeremy PT said, er, China is opened, er, in these last years, they have opened their borders as you saw in our presentation. The joint ventures are opening our market, our society including. So it's not a good point of view that you made. Second point, we want to do an agreement with the Turkish government, as you represent Middle East, er, with Toyota. As you said, Toyota is a well-know brand in the Middle East and they've got the car market, and we have a factory in Turkey. It's the only country in the Middle East where we have a factory and we want to expand it to produce more types of cars because Toyota, in Turkey now, just produce the (unintelligible), that are city cars and we want to produce SUV's and jeeps because Middle East, as far as I know, search that type of vehicles. And we think that we have an offer for those vehicles. For example, Toyota-(unintelligible), the lower version of it

costs 17 000 dollars, so it's not a big cost. So there's our proposal to the Middle East. About Europe, er, you have a problem...

Mr. Jeremy PT

Er, just a minute...because you need to think. Any strategy for Saudi-Arabia, because of the second-hand vehicles, some of you have plan, and about the Egypt, the replacement program, if you want to make some suggestions.

Mr. Feng Hau Nu

Yes, we would be interested in selling some of the European cars in Saudi-Arabia and in other countries, er, but it seems that the European car makers are not interesting in selling them. So, I really don't know, at this point, if we are able to do that.

Mr. Raffaeru Suwatari

Yes, we think Turkey could be a bridge to Middle-East, so we'll produce there and expand to the countries we said before: Saudi-Arabia, Egypt, Israel, Afghanistan. I think it's the region, the big door to the Middle East because it's Turkey is a country situated in the middle of Europe and Asia. So, it's a door to two continents but we think that the important country for us is Middle East and Saudi-Arabia, as far as I know, Japanese cars, for example, are not so bought there so Turkey is the door. About Europe, as I was going to say, er, I think you are here just to sell. Asian people like the relationship "win-win". We are big co-operations, we are an harmonious society and you've just told us: "sell, sell, sell". If you want to sell, and if you cut China for your project, you have to think about this. There are about 50 cars to 1000 people, so it's a low value, and if you want to sell, you want big money. So you have a market with a lot of people. As I said before, 1.6 billion people in China and you have to think that China is part of the big countries and it's an emerging economy and it's raising constantly. So you have to think very well about this.

Mr. Jurgen Kahn

There's a confusion in this room because we didn't say that we don't want to sell to China. We only refuse one offer, nothing else.

Mr. Raffaeru Suwatari

I'm giving you just an advice.

Mr. Nicolas de Villepin

We refuse to close our factories in (unintelligible) but....

Mr. Raffaeru Suwatari

If you...

Mr. Nicolas de Villepin

Hold on one moment. Let me finish. I think the joint venture is to create jobs in the two situations, continents, like our joint venture. In France, we open 650 jobs in Toulouse and 400 jobs in Munich. I think it's the only situation, the only thing we don't negotiate.

Mr. Raffaeru Suwatari

So the only advantage of the joint venture is to create jobs?

Mr. Nicolas de Villepin

Yes, (unintelligible). We don't want...

Mr. Mohamed Abdel Rahman

Let me say something. You (unintelligible) that you're facing now, the unemployment. It was not the right time to do it and I think their answer is based on that economic (unintelligible) unemployment.

Mr. Feng Hau Nu

I really, we are talking about mainly, eventually, of a cultural communication problem. Our proposal was very simple. You make your factories, your brands, er, you make them more efficient. Er, it's not a question that, er, er, you aren't unwilling to do that. Er, you don't have market. At this moment, all public figures, Wall Street, CNN, all of them just know that you don't have market, car market at least for 5 to 6 years. So, you have a problem. You have a very high production, right now, with vehicles, you have workers that are being paid to do fifty less production se you have excess of workers, you have excess of production. You don't have the market to sell that excess of production. So, what we thought was that we want the European brands to survive...

Mr. Nicolas de Villepin

I love (unintelligible).

Mr. Feng Hau Nu

Er, this is not a question for debate. It's your numbers, numbers of your companies, public numbers, public stock numbers, er, don't lie. So the numbers for your companies, right now, the only positive thing is that you have already sold some of your

production to Asia but, let us think, if the Asian door will shut, what will happen to your brands?

Mr. Nicolas de Villepin

We don't close the door to Asia.

Mr. Feng Hau Nu

Of course, but in a negotiation...

Mr. Nicolas de Villepin

We,we...

Mr. Feng Hau Nu

Let me finish. If you don't agree with something, well, then you can't propose anything but your company proposal ...

Mr. Nicolas de Villepin

Er, firstly, I'll answer from the point of view of our situation, we are increasing our market in Europe and we are increasing our market in the Mediterranean Union. At this moment, Mr. Nicolas Sarkozy, he is creating the Mediterranean Union with the South of Europe and the North of Africa and we think it's a good opportunity to increase our market and our production....

Mr. Feng Hau Nu

I understand, I understand...

Mr. Nicolas de Villepin

Let me finish, we can sell with (unintelligible) and in the Eastern of Europe. It's our market (unintelligible)

Mr. Feng Hau Nu

I understand all of this. But the numbers are between 15 million people, 15 million cars and 500. Those are your numbers. You have 15 million, at the most of consumers. Period. It's your numbers.

Mr. Nicolas de Villepin

(unintelligible) and we'll increase our market in Istanbul and in the North of Africa.

Mr. Feng Hau Nu

Of course, but, but, the number...

Mr. Nicolas de Villepin

(unintelligible)

Mr. Feng Hau Nu

But the number, the number, the number of your market, the expected sell number is 50. Our expected numbers are 500, 500. So let me say, we are here to create joint ventures. If you want to keep up your factories, fine, marvellous, marvellous. If you want to keep your workers, marvellous. What is going to happen in 10 years time is that you'll have no money besides our selling money but then we will buy you. Of course, but if you don't see things as in that perspective, well, it's highly comprehensive. Thus, we are here, at the same time, to make joint-ventures. We want to make a joint-venture in which you invest money in China and do we open factories there?

Mr. Nicolas de Villepin

We want to develop the hybrid (), er...

Mr. Feng Hau Nu

Yes, we are very interesting in green technology.

Mr. Nicolas de Villepin

And we want to develop our factories in Europe to, to these projects: hybrid projects and electric projects.

Mr. Feng Hau Nu

Oh, but the concept, I'm sorry, but the concept of joint-venture is joint not you

...

Mr. Nicolas de Villepin

Yes, I....

Mr. Feng Hau Nu (in a loud voice)

...and your factories in your country and selling cars to us. That's not a joint-venture.

Mr. Nicolas de Villepin (in a loud voice)

No, I told you that we want to create jobs in the two continents. We don't want to create a car and to sell it in Asia. We want ...

Mr. Feng Hau Nu

But why produce in Europe?

Mr. Nicolas de Villepin

Let me finish, to have a few projects in Europe and a few projects in Asia. We are in an international division of work. When you pay a mobile phone, it is created in all over the world.

Mr. Feng Hau Nu

No, it's created in China.

Mr. Nicolas de Villepin (loudly)

No, some, some, some components of the mobile phone are in China. Others are in Thailand, others are...

Mr. Feng Hau Nu

I'm sorry, I'm sorry...

Mr. Nicolas de Villepin (loudly)

Others are in (unintelligible).

Mr. Feng Hau Nu

Well, where do you think that the most well-know mobile phone comes from?

Mr. Nicolas de Villepin

I just, er...

Mr. Feng Hau Nu

Completely produced.... Well, the mobile phone is produced in China, completely, completely.

Mr. Nicolas de Villepin

Just....

Mr. Feng Hau Nu

So, I think that...

Mr. Nicolas de Villepin

You don't understand. You don't understand (unintelligible)...

Mr. Feng Hau Nu

I don't, I don't, I don't understand your, your willingness to make business as I don't understand your will to recruit my team members to work in your country. I think you are extremely aggressive and if you don't change, if you don't change that I...

Mr. Nicolas de Villepin (laughing)

Sorry, I don't agree with your manners....

Mr. Feng Hau Nu

If you don't...

Mr. Nicolas de Villepin

You are crazy.

Mr. Feng Hau Nu

You try to recruit, er...

Mr. Nicolas de Villepin

You're crazy, sorry but...

Mr. Feng Hau Nu

You try to recruit, er...

Mr. Nicolas de Villepin (laughing)

It's bad for you, for your decision to say that ...

Mr. Feng Hau Nu

...the representatives from China, so I don't know, but. ...

Mr. Jurgen Kahn

(unintelligible)

Mr. Nicolas de Villepin

Give me, give me proofs...

Mr. Feng Hau Nu

So, let us go further and you are here to undertake a joint venture or not?

Mr. Nicolas de Villepin

We want to set up a joint venture but you are closed.

Mr. Feng Hau Nu (laughing)

Closed?

Mr. Nicolas de Villepin

You want, you want...us to close your factories and we open in your country. We don't want this. We don't want this. We want to create a joint venture and open factories in the two, in the two markets, in the two continents. We want to, to increase the green cars.

Mr. Feng Hau Nu

The concept of joint venture...

Mr. Nicolas de Villepin

It's the next generation of production of cars. You say, you know oil projects is only for this moment. The next generation of cars are mandatory in hybrid and electric (unintelligible).

Mr. Feng Hau Nu

We have already them.

Mr. Nicolas de Villepin

We are the company with better production in hybrid and electric.

Mr. Feng Hau Nu

What's your proposal on a joint venture? Because my concept of joint venture is very simple, is that you have to open a factory in China...

Mr. Nicolas de Villepin

That's and in Europe too. (unintelligible)

Mr. Feng Hau Nu

So, you have an excess of production, you have already too many factories and too many workers and you want us to be in a joint venture in which you open more factories? That doesn't sound like a good, a good plan.

Mr. Nicolas de Villepin

Are you my consultant in my company? Don't you, you can't say that, you can't say that we have more production...

Mr. Feng Hau Nu

I'm sorry, I'm not convinced.

Mr. Nicolas de Villepin

You are not in my company to say that.

Mr. Feng Hau Nu

Of course, but I'm just...

Mr. Nicolas de Villepin

We are growing fast and we are here to set up a joint venture with these conditions.

Mr. Feng Hau Nu

But you have to be more specific. If you have an excess of production...

Mr. Nicolas de Villepin (loudly)

We don't have excess of production. Forget this!

Mr. Feng Hau Nu

You don't have?

Mr. Nicolas de Villepin (loudly)

No, we don't have.

Mr. Jurgen Kahn

No, we don't. You're wrong.

Mr. Feng Hau Nu

It's public figures, of course!

Mr. Nicolas de Villepin (loudly)

This excess of production is to sell in Istanbul and in the new Mediterranean Union. Sorry.

Mr. Feng Hau Nu

Er, let me just end by saying that, er, we are only undertaking joint ventures that are for the future. We won't set up any joint venture that we think that haven't very strong base. So, our, and I'm talking to everybody, our concept of joint venture is for you to transport some of your technologies to China and open factories in China, not open factories, er, more factories in countries that have already a surplus of production and already have, er....

Mr. Nicolas de Villepin (loudly)

You are not in our company to say that. You can't say that. It's a mistake, it's a mistake.

Mr. Feng Hau Nu

I'm sorry, the thing...

Mr. Nicolas de Villepin (loudly)

Sorry, you can't say that.

Mr. Feng Hau Nu

The thing that you are saying...

Mr. Nicolas de Villepin (loudly)

Sorry.

Mr. Feng Hau Nu

I'm sorry. I'm just using the official stock numbers that your company, that your company...

Mr. Nicolas de Villepin (loudly)

Ok, we have OUR NUMBERS, we have our....

Mr. Feng Hau Nu

Let me just end. Your company and most of the luxury brands in Europe, they're only increasing their selling because they are selling in Asia. Period. Not in European market and those figures are given by the stock market and if you say that those figures are not solid, well, let me just say that we don't undertake joint ventures with companies that have two numbers, numbers for their shareholders and numbers for their insiders. No, numbers have to be public and published. So, our concept of joint venture is to make factories in China and we are very open to that idea.

Mr. Mohamed Abdel Rahman

Mr Rafael, do you want to say something?

Mr. Raffaeru Suwatari

Yes, (unintelligible). You have already lots of factories and the concept of a joint venture is to associate, join together with existing factories. We've got like Shanghai with General Motors. It's not (unintelligible) because it's (unintelligible) investment. If you want to open a factory, you have to spend more money and I think that you don't want to spend more money (unintelligible) you want to join and associate with those factories. Eco-green production, yes, we have already it, as I said before, in Thailand but we want to extend that production to China and we are open to proposals.

Mr. Mohamed Abdel Rahman

Thank you, Mr. Rafael. I'm going to ask Africa, one minute to conclude, just to conclude. What do you think about, er, will be there a joint venture in the future, yes or no? Please.

Mr. Calvyn Hamman

About the proposal of ...

Mr. Mohamed Abdel Rahman

Not about everything, only the conclusions.

Mrs. Johanna van Zyl

I don't understand why Asia (unintelligible) of Toyota since 1980. For some reason, they had invested in Africa, er...,

Mr. Raffaeru Suwatari

My proposal was with TATA.

Mrs. Johanna van Zyl

Yes, what are you going to do? To close the factories and (unintelligible) stay in South Africa and open another one in Asia? I don't understand what your plan is.

Mr. Mohamed Abdel Rahman

We'll discuss that later on, after lunch, maybe. I want to hear Mr. Jeremy Pt (unintelligible) One minute...

Mr Jeremy Pt

Right now, I think the groups failed to analyse the SWOT, for example, to see their strengths and see if their strengths can be used to improve, to understand their weaknesses, to find something (unintelligible). Er. more, I think South Africa will set up some joint ventures and the Middle East will be involved, er, South Africa, I think they want to be a player, they want green technology, they want to export, I still have doubts with the plans...

Mr. Mohamed Abdel Rahman

And what about you?

Mr Jeremy Pt

I want to present something for those countries, to Turkey, to Israel. I don't know the points of the rest of Africa, or, from South Africa. I think that some agreements must be made in Turkey to improve the products, SUV's, jeeps and more affordable cars, and Europe wants to keep the factories but I think they can make some agreements with Africa and (unintelligible). I don't see a strategy to sell cars in Saudi Arabia and about Egypt. They want cars, they want cars.

Mr. Mohamed Abdel Rahman

Thank you. Now, Europe. One minute, please

Mr. Nicolas de Villepin

About Middle East, I think we can open and with Turkey, I think a joint venture with Turkey is simpler for us to (unintelligible) because they want to (unintelligible) it's possible to enter the European Union. About Africa, I think, er, it will be very good to launch a joint venture. And about Asia, I think that our option is mandatory to establish : don't close the factories in Europe. We have a social responsibility in our company. We want you to think about that.

Mr. Mohamed Abdel Rahman

Thank you all, thank you. I think we are a little bit tired. Let's have lunch. We'll be here at 2 o'clock.

Conference – 3rd Part – Discussion 5

Mr. Mohamed Abdel Rahman

Shall we start? Good afternoon, everybody. I hope you enjoyed your lunch. I'd like to refer that some problems that you reported had been sorted out. Just a moment, Mr. Feng Hau Nu again. You've got your card on the table. We are going to start straight away. Please take your seat. As I was saying, we hope that everybody had a good lunch. I was saying that the problems that you'd reported to us, to our staff, had been sorted out. Mr. Feng Hau, your room is already filled with the crystals that you demanded. Mr. Jurgen Kahn, your late massage will be ready as you wished.

Mr. Jurgen Kahn

OK.

Mr. Mohamed Abdel Rahman

Mr. Jeremy Pt, your computer is already in your room and Mr. Raffaeru Suwatari, you have already your room invitations for tonight and bars. I've provided myself the company for tonight. So, I'm going to make a summary of the most important things that we talked, we discussed here. I suggest you take notes in order to start the second part of the discussion. Er, firstly I will speak about Europe. Europe talked about having a base in the North of Africa. Do you still think this way? What do you intend to do there? Er, for now, I think it's all. Think about it. The second question will be for Africa, er, your group didn't speak too much. I hope that in this second part of this discussion, I would like to listen to you more. Er, I have this question for you: what kind of joint ventures do you want to undertake? In what terms? So, think about it. You have received some proposals. I think you should think about them. The third question is for Middle East, Mr. Jeremy Pt. I know that you are an analyst but I want to know if you still want to set up joint ventures. You spoke about the four countries you represent, Saudi-Arabia, Turkey, Egypt and Israel. I need to know if you are really interested in setting up some joint ventures or just here to see. Now, about Asia, I want

to know if Mr Raffaeru Suwatari wants, er, what kind of agreements you want to do, with who. In the first part of the discussion, er, how can I say, I got the idea that Japan was a little bit afraid of China, or something like that, like a little bit taking orders from China. I would like to know if that's a valid position or not. And the last question is for China. We spoke about bringing technology from Europe. I want to know if you are interested in make some, how can I say this...

Mrs. Shata Abeer

...to bring technology from Europe and it's not the opinion that you expressed in the last part of the conference.

Mr. Mohamed Abdel Rahman

Yes, that's it. Thank you. So, what does Europe have to say about it?

Mr. Jurgen Kahn

Ok, in relation to Africa, we decided that the best option for Africa will be to invest in South Africa and to expand our production to the entire continent. Er, but we also decided that we are not going to be confined just to one continent. We are open to all continents and we are open to reach agreements to build joint-ventures in other continents.

Mr. Mohamed Abdel Rahman

With everybody? That's it? What about Africa? What do you have to say?

Mrs. Johanna van Zyl

We accept all the joint ventures from all countries and all continents.

Mr. Mohamed Abdel Rahman

But we had some direct proposals in the first part of the meeting. What do you have to say about it?

Mrs. Johanna van Zyl

We accept the proposals.

Mr. Mohamed Abdel Rahman

Ok, in what terms?

Mrs. Johanna van Zyl

We have to discuss to our (unintelligible)

Mr. Jurgen Kahn

Our offer was to if they want to reach an agreement with us, they have to accept that 60% of the production has to be European.

Mr. Mohamed Abdel Rahman

60%?

Mr. Jurgen Kahn

Yeah...

Mrs. Johanna van Zyl

We have already BMW in our country so 60% is a little bit too much.

Mr. Mohamed Abdel Rahman

So, you don't have another proposal to make?

Mrs. Johanna van Zyl

That's the only one that you talked about.

Mr. Mohamed Abdel Rahman

What about Europe? So we will not undertake a joint venture between you? Between the two groups?

Mrs. Johanna van Zyl

No, we have (unintelligible)

Mr. Nicolas de Villepin

... a joint-venture (unintelligible)

Mr. Mohamed Abdel Rahman

60%?

Mr. Calvyn Hamman

I think we will discuss the last part of the joint-venture later because we need details and I think (unintelligible).

Mr. Marius Bunger

Yeah, we can see at the end.

Mr. Mohamed Abdel Rahman

Ok, but tomorrow is our final day and we need some concrete answers then.

Mr. Calvyn Hamman

Until there, we will still discuss the details.

Mr. Mohamed Abdel Rahman

Ok, thank you. Mr. Jeremy Pt, do you have something to say?

Mr. Jeremy Pt

I took some notes. There are some possible joint ventures and I'll report what I heard here to my clients, the governments of the countries that I represent. I also made a report with some interesting ideas but I haven't had the time to print it yet but, during the break, I will take care of it and I think I will give it to you.

Mr. Mohamed Abdel Rahman

Ok, about Asia, Mr. Raffaeru Suwatari, do you have something to say?

Mr. Raffaeru Suwatari

Yes, as you know, we are here to represent ACMA so we are a group, a union of the Asiatic countries. China is equal to Japan as Japan is equal to India, to all of Asian countries. So we are at the same level, all of us. As a Vice-President of ACMA, I have to respect my superiors and President Feng Hau. He takes the decisions and I have to respect him.

Mr. Mohamed Abdel Rahman

And what do you think of Europe negotiating directly with India?

Mr. Raffaeru Suwatari

Yes, we could undertake some joint ventures but about that, my President will speak about it.

Mr. Mohamed Abdel Rahman

Ok, it's the time. Mr. Feng Hau Nu will have the word, please.

Mr. Jeremy Pt

Can I ask some questions, please, relevant to this?

Mr. Mohamed Abdel Rahman

Be brief.

Mr. Jeremy Pt

Has the Japan the technology, the green technology?

Mr. Raffaeru Suwatari

Yes, we were the pioneers of that. We started with Honda and the Toyota (unintelligible) so, and I think it was in 1997.

Mr. Jeremy Pt

So you also can supply the technology to the Middle East?

Mr. Raffaeru Suwatari

Yes, we can.

Mr. Jeremy Pt

Thanks. That was it.

Mr. Mohamed Abdel Rahman

Thank you. Mr. Feng Han Nu...

Mr. Feng Han Nu

We have studied your proposals. We are here, again I remind you, as a group. I represent ACMA but I don't really speak on behalf of China. I'm just Chinese and there's a big difference in that. So, I'm the President of the group which congregates all Asian cars and manufacturers. We have some proposals, some written proposals to exchange with you and I'm very confident that, at some level, at least, these proposals will be very useful to both our countries. So, let me pass to you our proposals, for Africa, please, for the Middle East and for Europe. These proposals are different, of course...

Mr. Mohamed Abdel Rahman

Do you have a copy for me?

Mr. Feng Han Nu

Yes...

Mr. Raffaeru Suwatari

During the break...

Mr. Mohamed Abdel Rahman

I think I will need a copy right now.

Mr. Feng Han Nu

We can arrange them if we have a small break

Mr. Mohamed Abdel Rahman

A small break? Ok, we'll do a same break, thank you. A small break for everybody.

Someone from the conference (unintelligible)

Now?

Mr. Mohamed Abdel Rahman

Yes, now. I need those documents on my desk right away.

Mr. Feng Han Nu

The copy room provided by the organization only opens at 3, as I was told.

Mr. Raffaeru Suwatari

I think we can manage (unintelligible)

Mr. Feng Han Nu

But essentially every proposal (unintelligible) we are talking about...

Mr. Mohamed Abdel Rahman

Ok, but I really need a copy on my desk for me and my colleague, just read and to see what's in there. We are all going to have a break now. We will continue the discussion after this. Thank you.

BREAK. after coming back to the room, the documents were given to the facilitators (Apêndices n)

Mr. Mohamed Abdel Rahman

You know that you should have given this to us before, don't you?

Mr. Feng Han Nu

Er, I was not aware of that. We are talking about confidential proposals that were only drafts...

Mr. Mohamed Abdel Rahman

Confidential not to us, for sure.

Mr. Feng Han Nu

They are drafts, with some confidentiality but let me, let me underline that it was not by any means (unintelligible). It was only a small logistic problem.

Mr. Mohamed Abdel Rahman

Ok, now we will have 5 minutes to read and think about it.

Mr. Jeremy Pt

Isn't there any conference secretary that can make the photocopies?

NO REPLY from the facilitators.

Mr. Feng Han Nu

If you have some sort of doubts about these, please, they are just general proposals, as you can see, but....

Silence for 5 minutes while reading the proposals.

Mr. Mohamed Abdel Rahman

Ok, before giving the word to Mr. Feng Han Nu, I just want to say to Mr. Jeremy PT that, yes, we have a secretary. Our secretary can provide the copies but we need

things in advance, of course. So, Mr. Feng Han Nu, you can talk about each proposal, briefly please.

Mr. Feng Han Nu

Firstly, I would like to know if you have any questions so we can (unintelligible)

Mrs. Johanna van Zyl

Ok, we don't want Tata Nano (unintelligible) because (unintelligible) we need powerful cars because of the dust and the weather but we agree on the Land Rover, er, but you have to propose, to make a complete proposal.

Mr. Feng Han Nu

Of course. We were thinking of Tata Nano (unintelligible) in this segment, you have two brands segments right now, the lower and the highest. Er, for those segments and for Land Rover, we have the highest ones. For the lower segment, we have transportation proposals. Those can be achieved to Tata Nano, if And at the same time

Mrs. Johanna van Zyl

Yes, but we don't need a ...there's no need for small and cheap cars.

Mr. Feng Hau Nu

We are only thinking....

Mrs. Johanna van Zyl

We need powerful cars.

Mr. Feng Hau Nu

I know. We are only thinking in this kind of cars, we are thinking on a city car because I know that in some cities of South Africa you have already at least (unintelligible) from transportation from the suburbs to the centers and it's...

Mrs. Johanna van Zyl

That's why we need powerful cars. It's very boring in the sand, I'm sorry, but we need powerful . People don't leave in the cities, mostly they live outside the cities...

Mr. Feng Hau Nu

Tell me, how can we sell a somewhat expensive car to a person who hasn't got those cars?

Mrs. Johanna van Zyl

We can buy second-hand cars (unintelligible)

Mr. Feng Hau Nu

Second hand cars...Well, as a (unintelligible) I know it is a difficult concept with the one you are used with. We can perhaps do a small experiment. We can try to sell a little amount of Tata Nano and maybe the market has some sort of demand over it , maybe then (unintelligible)

Mrs. Johanna van Zyl

We are not talking about South Africa only but about all Africa and it is very difficult to have a small car in Africa.

Mr. Feng Hau Nu

I understand you and for that reason we have (unintelligible). But we are also interesting in exploring other segments and we would like to see your market as a global market with new possibilities and segments. So, maybe you are open, maybe, to some small...

Mrs. Johanna van Zyl

As you know, in Africa old cars have more potential than probably in Europe and other countries, continents. They need to have powerful cars even if it is a small car, it has power, ok? So, if you can provide a car, a small car with more power, ok, we'll accept.

Mr. Feng Hau Nu

Of course, we are open to make some changes to adapt the cars.

Mrs. Johanna van Zyl

To the African Continent?

Mr. Feng Hau Nu

Of course, of course.

Mrs. Johanna van Zyl

Ok, that will be great. Concerning....

Mr. Feng Hau Nu

I must say, of course, having an increase of power in small cars, it is a bit dangerous, but of course with our engineers we can solve that particular problem.

Mrs. Johanna van Zyl

Ok, concerning the buses, the big buses, we can accept your offer. That's all.

Mr. Mohamed Abdel Rahman

Ok. I think we have a point for now. Now let's here Europe.

Mr. Nicolas de Villepin

Ok, I read your propositions and I want to know what companies want to set up a joint venture with BMW-PSA?

Mr. Feng Hau Nu

Yes, we talked yesterday a bit about the Asian car market. The only market at this moment that has some difficulties, some logistical difficulties in installing some new factories is, of course, Japan because of the earthquake issues there. The market is still adapting. Japan, as you already know, a (unintelligible) decrease (unintelligible) and every new installation has to be very well studied, documented and made always in agreement with the Japanese car makers. These are our perspectives in Japan. Concerning other Asian countries, we are open to do negotiation with other countries, with some boundaries. The main boundary is that components must be produced throughout Asia. Let me remind you that Asia, in car components has one if not the best market in the world. We have been implementing free trade (unintelligible) in car (unintelligible) throughout Asia so we are confident that we have already a good quality in free market. So we won't need any other factories for car components, only for cars, mainly factories, to be exact. Regarding those particular brands, BMW, Audi, Ferrari, Rolls Royce and Porsche, we would like, on the first stage, to see them in China. This is because of the market and we feel that the market here will be bigger and of course those factories would represent big investments but we are prepared to set up a joint venture between the Chinese car manufacturers who have the factories and your brands in Europe.

Mr. Nicolas de Villepin

Yes, but give me names of companies which are interesting in undertaking a joint venture with us.

Mr. Feng Hau Nu

I can tell you that, at this moment, most of the Chinese car companies are held by the State or can be held by the State. So, we are passing through a time of some restructuration and we are open to change, to build new, to expand existing and to simply close some factories and some manufacturers. So regarding that, feel free just to

tell us in which regions you would want to build factories and then we will move accordingly.

Mr. Nicolas de Villepin

Ok but you put in your proposal brands like Ferrari, Rolls Royce, Porsche. You know that we are BMW-PSA and we can't talk about these companies and you want to negotiate some models to produce in the joint venture because you want to set jobs in Japan but that's (unintelligible)

Mr. Feng Hau Nu

We are thinking, mainly, first, we have already undertaken a joint venture with PSA as well some joint ventures with some Chinese manufacturers. Er, I think that we can reach an agreement between us and that said, we can open a BMW factory in (unintelligible) time, at the most. For the other brands, such as Porsche or,,,

Mr. Nicolas de Villepin

It's not my question.

Mr. Feng Hau Nu

Maybe later. The joint venture is open so...

Mr. Mohamed Abdel Rahman

Ok, I'm sorry to interrupt...

Mr. Nicolas de Villepin

It's not my question. I want to know something else. You want, you are putting in the composition, you want to negotiate some models on your contract. What are the models?

Mr. Feng Hau Nu

Most cars. I know that you are already selling BMW in Asia but we have some concerns about that particular model. Our concerns are that BMW-PSA is a very strong brand, er and that particularly model is (unintelligible) in some segments. We would like to expand the luxury cars that have demand. So, my proposal is to increase your project and....but at the same time we can implement some quota to BMW. We are thinking about this mainly because of Japan, of course. Japan has some difficulties and of course, we are all Asians and we are sympathetic to Japan tsunami. At this moment, Japan needs to sell more cars and to have some sort of more demand over that

particular model. Er, we would like to propose that to increase the quota of BMW segment but to decrease a little on the middle segment.

Mr. Nicolas de Villepin

Ok, thank you

Mr. Mohamed Abdel Rahman

Thank you. What about Middle East, to finish.

Mr. Nicolas de Villepin

May I say something to Africa? A sentence to Africa: if you want to have strong cars, we have strong cars, don't forget this.

Mr. Mohamed Abdel Rahman

Thank you. Middle East...

Mr. Jeremy Pt

The idea of expanding the Tata Group in Turkey seems good but I have to talk with the Turkish government first. There are some brands that are already operating in Turkey. (unintelligible) and Mercedes in trucks and buses. We also have to consider the needs the brands that are already in Turkey. The conference will be hold between the Turkish brands and the Turkish government. So, I'll take your position to that.

Mrs. Shata Abeer

Ok, ladies and gentlemen. We have discussed some important issues here. We are on a good path to reach success. Tomorrow, at the beginning of this discussion, we need final and concrete proposals to decide what kind of joint ventures. We wish you an excellent evening and we will see you tomorrow in the same room at 9 am. Thanks you.

Mr. Mohamed Abdel Rahman

Thank you all. Good afternoon.

Final Speeches

Mr. Mohamed Abdel Rahman

So, good morning, everyone. I hope you had an excellent evening yesterday. I hope you also enjoyed the dinner and the show. The working plan for today is giving the closing remarks of each group. Now it's time to bring some concrete solution on the

table so we can all think about them. I'm going to give each group a few minutes to check the final papers.

(a few minutes later)

So, I pass the word to the representative of Africa. Please.

Mrs. Johanna van Zyl

Once again, we would like to thank firstly the facilitators Mrs. Shata and Mr. Mohammed Abdel. It was a very pleasant conference and it was a pleasure to have been here. We hope that next year we can join the conference and if it's possible, in South Africa. (Unintelligible). We enjoyed the trip around this city, Dubai, and we are going to stay for a couple more days (unintelligible)- We have reached some agreements. Er, firstly, concerning Europe. We still need to know where to implant the factory because we have three good ports. Er, and we are very glad to have a 50/50% agreement. Erm, we also need engineers from Europe for a period of two years. Secondly, er, concerning Asia, er, you can choose the place where you want to implement the factory in South Africa, near the ports, probably. We accept the joint venture with Land Rover and we are able to export the cars to Europe, Brazil, Africa and Australia. We also need engineers from Japan for a period of two years. I would like to thank again, er, firstly Mrs. Shata and Mr. Mohammed Abdel for inviting us to visit this beautiful country and to attend this conference that will be, as we know, a success. And it was a success. Secondly, we also would like to thank the participants from Europe, Mrs. Sílvia Almeida, Mrs Leonor Ferreira, Mr. Nicolas de Villepin and Mr. Jurgen Kahan. From Asia, Mrs. Brada, Mrs. Fan Man Li, Mr. Feng Hau Nu and Mr. Raffaeru Suwatari. And from Middle East Mr. Jeremy Pt. Thank you all.

Mr. Mohamed Abdel Rahman

Thank you. We'll listen to Asia, now. Please.

Mrs. Fan Man Li

Er, ACMA wants to set up joint ventures and association/agreements with all participants of this conference. We want to achieve this through an harmonious environment between car constructors, so our keywords to this conference are cooperation, mutual benefits and innovation. To Africa, we want to help the continent to achieve a social and economic evolution and with some joint ventures we can do that together. First, with powerful vehicles, mostly SUV's, trucks and jeeps, TATA and Land

Rover, to the higher and lower segments of the market. Secondly, the group transportation. We want to open a new factory in South Africa that will only produce buses, TATA Eco-green. With those two transport solutions, we can increase the African economy and lower the unemployment rate in South Africa. To Europe, the Asian car market is an open window to sell luxury car brands and BMW-PSA can feed the demands of Asians. We can undertake some joint ventures and produce those cars in China, associating with Chinese brands, Dongh Feng, FAW, Guangzhou, Shanghai, JV, Cherry Auto and Geely. Europe and Asia are concerned about environment. As you already know, the eco green production cluster is in Thailand. With an association with BMW-PSA and the Thai government, we can install a factory there. It is essential to us that some boundaries are respected, the Asian components factories already exists and we do not need any more components factories. Beside that, the production of BMW 3, middle segment car, is to be decreased in exchange for the extend of the quota of the luxury segment. This proposal could be re-negotiated in a year time after the Japanese car makers have more time to deal with their tsunami losses. To Middle-East, Toyota wants to increase production with its factory in Turkey. ACMA looks at Turkey as an open door to the Middle-East car market. We want to specialise this factory in SUV's, trucks and jeeps. We know that Toyota is a recognized and respected brand in the Middle East, so it is an opportunity to both sides. All together we can develop Middle-East, specially Turkey, lowering the unemployment rate and thus bringing stability to the region. We want to thank all participants and facilitators. We feel comfortable that our constructive proposals add value to our joint ventures and our countries. We look forward to the signing of these proposals with all of you.

Mr. Mohamed Abdel Rahman

Thank you. Now, Europe.

Mrs. Leonor Ferreira

We would like to thank once again Mrs. Shata Abeer and Mr. Mohamed Abdel Rahman as well as all the other guests. I am pleased to note your interest in debating how we can best work together to make electric vehicles a reality. The final conclusions that we reached, at the end of this conference, are very simple. We came to Dubai with the firm intention to make our manufactured products for electric and hybrid cars better known, and we also have solid intention to establish strong partnerships outside

Europe. We listened very carefully to all the different proposals, and we can say that we were really impressed with the different presentations from different countries and continents. So, as we always said, our intentions are not only to sell our manufactured products, but also to set up joint ventures with regional partners. Summarizing the different proposals, we can say that we see potential to establish partnerships in Asia, as long as we all can adopt a win-win strategy; we are interested in the luxury car segment in China and the hybrid segment in Thailand. Meanwhile, we also want to consolidate our presence in Africa, so as an European brand, we see with great interest the opportunity to invest directly in South Africa, but our ambitions are not limited to that country, but to the entire continent. Finally, we listened very carefully to Mr. Jeremy PT's presentation and we think that our products have the potential not only to be well received in Turkey, but also in Egypt. We see Turkey as the first step to expand our brand in the Middle East. So, as you all can see, we are open-minded in our intentions, and those who are seeking for know-how and expertise will benefit with our partnership. We also would like to thank to the facilitators, here in Dubai, Mrs. Shata Abeer and Mr. Mohammed Abdel Rahman for their hospitality, and now we have to take a plane because we have a very scheduled agenda, and we do not have time to lose. Thank you.

(Laughs)

Mr. Mohammed Abdel Rahman

Thank you. Middle-East, please.

Mr. Jeremy PT

First I would like to thank Mrs. Shata Abeer and Mr. Mohamed Abdel for this opportunity and also all the people involved in the organization of this event. The Middle East delegation came to this conference with the idea of presenting to the European, Asian and African delegations some business opportunities in the Middle East market. During these last days, we assisted to some useful and good discussions related to the car market. These are our conclusions and recommendations. Objective 1: Explore Turkey huge market. Asian manufacture Toyota, that already has factories in Turkey, will set a bigger offer of cars. New offer will range from Sedan's, to SUV's and Jeeps. Those cars will be exported to Europe, Russia and to the Middle-East. A TATA factory can be build in Turkey. It will assemble hybrid buses. BMW-PSA will invest in

current Turkish factories. They will have a key-role in the new company strategy for the Middle-East, Maghreb and Africa. A new conference will be held between ACMA group, the Turkish Government and the brands already present in Turkey. This is the first suggestion to Turkey: why not sell green-technology to Turkish car manufactures?

Objective 2: Saudi-Arabia 2nd hand-market. Only the Asian delegation said something about this. It's a good opportunity, but as it was told before, Asian cars don't have a good image in Saudi-Arabia. All the others delegations forgot this point. This is an excellent opportunity in the high-class segment. Car manufactures can implement a "trade program" that will allow consumers to replace a car ever two years. The "old" model, still with a high commercial value, will suffer a full revision and will be sold in Saudi-Arabia. First Suggestions for Saudi-Arabia: Korean and European manufactures should invest some money in Saudi-Arabia in a tentative to change the "cheap" image to an image of "quality". An institutional campaign can also be suggested concerning the, about the benefits of the green technology. Third Objective: Egypt. European group BMW-PSA haalready informed that they will start to use green-tech in new models, which will supply internal market, export to Maghreb, rest of Africa and to the Middle-East. About the taxi-replacement program, only the Asian delegation showed some interest in conduct negotiations and closing some agreements with the Egyptian government. Suggestions: BMW-PSA can sell green-technology to the Egypt government. That tech will be incorporated in the cars built in state-owned factories. The Asian delegation spoke about "TATA". What about trying to expand TATA to Egypt?

Objective 4: Israel demands for green vehicles. European group BMW-PSA will launch joint ventures with some Israeli R&D companies, with the goal of reach major achievements in green-technologies field. Suggestions: It makes sense in combining green-tech with Japanese and South-Korean cars as they are the market leaders in Israel. A joint venture between BMW-PSA and a Japanese group also makes sense. Both have a tradition in the R&D field. Objective 5: Afghanistan and the love for Toyota. Asian manufacture Toyota can send EOL vehicles there. They just need to be working and in a minimum shape. You don't need to worry about warranties. To close, some final remarks. South-Africa: Possible joint venture with European BMW-PSA; wants to be a big player; they want green-technology; they want to export to the rest of Africa; they need to clarify the strategy; they need powerful and thought cars that can handle the

hazard African environment; and they are looking for qualified manpower. Asia: Big plans for Turkey. Some interest in Egypt; Korea and Japan were almost forgotten in this conference; they transmitted an image of certain "arrogance", something like "my way or the highway". It will be hard to put Asia and Europe working together. Products made in Chinese factories are affected by bad press. The whole world is talking about the China labour conditions. Europe made some agreements with Israel and South-Africa. The new BMW-PSA strategy will be based on green-tech. Turkey will have a key-role. It will be the base to attack Maghreb, Africa and the Middle-East. They need to invest some money, announcing the benefits of green-tech. This is fundamental in the Middle-East countries. They can't just "forget" Asian manufactures. Investment will be made in current Turkish factories. BWM-PSA just represented itself. What about the other European-Manufactures? Some good agreements and joint ventures have been undertaken, but overall, the parts failed in the SWOT analysis part. Joint ventures are made to use other parts strengths to compensate own weakness, deal with threats and attack the opportunities. This is the basis that all parts win.

Mr. Mohammed Abdel Rahman

Thank you. I would like to thank you all for your presence here and if someone has something to add before Mrs Shata Abeer closes this Conference.

(a few seconds later)

Mrs. Shata Abeer

We would like to thank each one of you for coming. Your presence was really important for our business sector. Before finishing, I would like to announce that our next Conference will be taken place next year and the country chosen was CHINA. Congratulations. The reason is simple. This country is growing, in all sectors, every day. We are sure that this country can bring new ideas and concepts to the sector. To finish, we would like to remind you that lunch will be served here at the Dubai World Trade Center, and two visits are planned afterwards: The Dubai Fountains and The Burj Khalifa, the highest spot here in Dubai. After, your transfers to the airport are ready whenever you want. Now, we have a final document (**Anexo nº 27**) to give to you. Mr. Calvyn Hamman, please.

Mr. Calvyn Hamman

Thank you.

Mrs. Shata Abeer

Mr. Marius Bungler...

Mr. Marius Bungler

Thank you.

Mrs. Shata Abeer

Mrs. Johanna van Zyl...

Mrs. Johanna van Zyl

Thank you

Mrs. Shata Abeer

Mr. Feng Hau Nu...

Mr. Feng Hau Nu

Thank you.

Mrs. Shata Abeer

Mrs. Bhadra...

Mrs. Bhadra

Thank you.

Mrs. Shata Abeer

Mrs. Fan Man Li...

Mrs. Fan Man Li

Thank you.

Mrs. Shata Abeer

Mr. Raffaeru Suwatari...

Mr. Raffaeru Suwatari

Thank you.

Mrs. Shata Abeer

Mrs. Sílvia Almeida...

Mrs. Sílvia Almeida

Thank you.

Mrs. Shata Abeer

Mr. Jurgen Kahn...

Mr. Jurgen Kahn

Thank you very much.

Mrs. Shata Abeer

Mrs. Leonor Ferreira

Mrs. Leonor Ferreira

Thank you.

Mrs. Shata Abeer

Mr. Nicolas de Villepin...

Mr. Nicolas de Villepin

Thank you

Mrs. Shata Abeer

Mr. Jeremy PT...

Mr. Jeremy PT

Thank you.

Mrs. Shata Abeer

Thank you again. Good business and see you soon.

Mr. Jeremy PT

See you next year.

ANEXO 25

INTERNATIONAL CAR MARKETING CONFERENCE

REPORT



OICA

30th and 31st March 2012

By: Shata Abeer

To: Ahmed Rahman

INTERNATIONAL CAR MARKETING CONFERENCE

REPORT

I. INTRODUCTION

The bi-annual Car Marketing Conference, held in Dubai on 30th and 31st of March 2012, attracted 12 delegates from across the international car market industry community. For two days, we experienced a lively discussion and debate.

The conference focused in the future of car market industry and how the main important industries can prepare themselves for the upcoming challenges. The main aims of the conference were to discuss the problems, advantages of the sector and to reach an understanding to form strategic alliances and construct some joint ventures.

The conference provided a forum for the main representatives' car manufactures in the world – from Asia, Europe, Africa and Middle East - to discuss the car industry policy and services, and to make recommendations for the future.

We are particularly grateful to our conference speakers: Mrs. Johanna Van Zyl and Mr. Calvyn Hamman - from South Africa - Mr. Feng Hau Nu and Mr. Raffaeru Suwatari - from Asia - Mr. Jurgen Kahn and Mr. Nicolas de Villepin - from Europe - and Mr. Jeremy Pt. - from Middle East – because they encouraging wide ranging debate on a number of issues. We are also grateful to other speakers and participants who supported the conference by facilitating the discussion forums.

A number of recommendations were made and they really helped as they brought some solutions to the sector by creating a new model of business based in mutual help, strategic alliances and reinvestment of money at the level of world industry.

The conference was organised by OICA. We would like to thank all the members of our organisation for their hard work and for making possible to organize this event with high level of success.

II. THE GOALS OF THE COUNTRIES

Mr. Mohammed Abdel Rahman introduced the International Car Market Conference, presented OICA and welcomed all delegates. Mr Mohamed Abdel Rahman thanked the delegates for their contribution in discussing car market issues and for their willingness to participate in the conference.

Mr. Mohamed Abdel Rahman made a balance about the last and first conference – which happened in USA – that was a success and where great business partnerships were achieved and developed the sector like never before. Mr. Rahman also added that he expected this conference could reach the same or superior level of success of the last edition.

Mr. Rahman presented all delegates from the four important regions of the globe and of the car market represented there.

The starting point of the conference happened when Mr. Rahman said that “... as we say in Dubai: *“A house divided cannot stand.”*”

After this intervention, Mr. Calvyn Hamman - representative of PCIFE (Promoters of Cars Industry and Foreign Exportation) - spoke about the car market in Africa. Mr. Hamman was followed by Mrs. Fan Man Li - from the Chinese Car Manufacturers - who spoke about the actual situation in Asia. After that, we listened to Mrs. Silvia Almeida – Europe Representative and Sales Coordinator of BMW-PSA assistant - and finally we listened to Mr. Jeremy Pt. – representing Middle East entire market and participating in the conference as analyst. As well as the others, these last interventions were about the current situation of car industries and regional market of their own countries.

After the opening speeches the discussion was opened and all the representatives mentioned above talked about Joint Ventures.

The first theme was: *“Why are we here? What kind of objectives do we have? What goals do we want to reach?”*

The idea expressed by Asia was to *“work together, achieve company cooperation”*. The principal goal expressed was *“cooperating not selling”*.

About Africa, *“to attack Africa market, it is important to have in mind green energy, because this is the future”*. They said that they needed powerful and green cars with good technology. They didn't need cheap cars and they alert that it will not be easy to enter the African market.

Concerning the Middle East, Mr. Jeremy Pt. referred that they didn't need green technology because they have some oil.

Europe agreed that green energy is the future and they are opened to invest in Africa but firstly in Egypt.

The second topic was about the opportunities to invest in those countries. They talked about if "*there are opportunities to investments*".

Regarding this, the opinion of Europe and Asia became divergent. The first conflict happened when Mr. Feng Hau Nu said that Europe should close 30% of their factories and transfer them to China because they have 45% excess of production in Europe.

Immediately Mr. Nicolas de Villepin said that, in these terms, a possible joint venture was out of question. Mr. Villepin showed a preoccupation in saving jobs and maintaining the factories in Europe.

Meanwhile we understood that Africa was losing power and no one was paying attention to the opportunities that were offered by this continent. However, after the intervention of the Asian representative, everything changed.

Mr. Jeremy Pt., as an analyst, took advantage of his position and sometimes made a balance of the conference and kept showing to the other countries the strengths and weaknesses of their proposals. He made a SWOT analysis so everyone could establish a dialogue and reach an agreement based on win-win strategy.

Nevertheless, Asia maintained their aggressive negotiation strategy, which was very divergent of the oriental way of negotiation (with the importance of safe own and each other face and maintain the harmony in the relations).

We arrived at an important impasse and we felt that it was most likely in the second part of the conference, things would change and maybe the groups would reach an agreement.

About the Africa's position, the represents of PCIFE said that they "*didn't need small and cheap cars. Maybe second hand cars, but powerful. They needed green and powerful cars with good technology which could be adapted to Africa. They added that money and technology was not a problem and that they export cars to USA. They need cars adapted to Africa*".

I, Shata Abeer, closed the first part of the conference and summarised the main ideas of the discussion.

The first day was closed and all participants took advantage of their free-time to do personal activities and known Dubai. At night, the first part of the social program took place. There was a dinner at Crowne Plaza Hotel where the participants spend their time to know each participant. After this, the Company Theatre of Dubai performed their show.

At the beginning of the second day, Mr. Rahman made a balance about the themes that were discussed in the first day and re-opened the debate. The groups had the opportunity to expose opinions and re-defining strategies.

After this first part, there was a second conflict. Once more, Asia broke the protocol and said that they had an important document to deliver to each member of every delegation, but they didn't have one copy for the facilitators. My colleague and I felt loose because as we didn't know the terms of those proposals, we couldn't continue conducting properly the meeting. But this situation was promptly solved by the efficiency of our secretary Mrs. Fadila Halima.

After this part, a delegate of each team read the final papers and presented the conclusions and the main ideas. We felt that there were the right conditions to establish joint ventures because the teams' proposals changed and a few mutual advantages were brought on the table.

The closing remarks "*Who will undertake Joint Ventures?*" were done by Mr. Mohamed Abdel Rahman followed by the final papers.

I talked about the main ideas of all proposals and summarised what kind of joint ventures and what terms they wanted the agreements to be signed:

- Europe → Asia: Luxury cars for China and hybrid cars for Thailand;
- Europe → Africa: (Firstly South Africa, to be expended to the rest of the continent). To use South Africa as a base to export cars to the rest of African continent;
- Europe → Middle East: Use Turkey and Egypt as a promise market to basic cars;
- Middle East → Japan: Toyota expanded offer; Turkey (with TATA) entry in Indian Market;
- Middle East → Europe: Implement technology in Israel;
- Africa → Europe: Implement a factory in Port Elisabeth; Workforce to train the Africans (engineers from the best schools of Europe, during two years);
- Africa → Asia: a proposal based in equity: 50%; China would be accepted if they will implement factories in South Africa. They don't want small cars and they also want workforce (engineers for two years) from Japan;

- Asia → Africa: Powerful vehicles to the higher and lower segments of the market; Open a new factory in South Africa that only produces buses (TATA eco-green);
- Asia → Europe: Sell luxury car brands BMW-PSA associating with Chinese brands; Install a new factory in Thailand with BMW-PSA and Thai Government;
- Asia → Middle East: Toyota wants to increase production in Turkey (an open door to the Middle East Car Market); They want to specialize these factories in SUV'S, trucks and jeeps; They think that *"all together can develop Middle East, specially Turkey, lowering the unemployment rate and bringing stability to the region"*;

I made the final conclusions and thanked to each participant their presence. In the last minutes, we delivered a small gift and the Attendance Certificate to all the participants.

Before the closing of the conference, all participants went to have lunch at the Dubai World Trade Centre and visited The Dubai Fountains and The Burj Khalifa.

After this, our staff did the transfer of the participants to the airport.

III. POSSIBLE JOINT VENTURES THAT WERE SIGNED OR WILL BE SIGNED

Different groups, cultures and perspectives that do business converged. Human relationships, technological and economic resources together can create a mutual and future strategy. This conference was a success because all the continents signed contracts with each other. It's a promising way to begin developing a new global strategy.

IV. PERSONAL IMPRESSIONS ABOUT THOSE TWO DAYS

This conference provided an opportunity to develop strategies, international management projects in car market and new ideas about business and company organizations.

The most interesting themes that echoed through the conference were the need of form partnerships, opening electric platform and green technology, common goals (*"start to clean you mobility and make social requests"*, as a representative of Europe said).

Maybe the current situation and the problems of the sector in this continent helped all of us to define a new policy and a new way to view the things and the problems of the sector. There is not an idea of market parochialism: the producers look for the market, for the people needs and preoccupations and try to develop products which really respond to their demand. The social role of car industry makes an important role for these participants: *"It is necessary to create jobs and establish scale economies"*, as they said.

The idea of *"same goals for all"* was defended by Mr. Calvyn from South Africa. This was a good point of departure to establish alliances and reach the main goal of this event.

All presentations were interesting. The highpoints for me were the presentations of Mr. Jeremy Pt., Mr. Feng Hau Nu and Mr. Nicolas de Villepin, by different reasons. Firstly because he made a balance of the work, and the others because they established a direct confront which was not expected. And, of course, the interventions of my colleague, Mr. Mohamed Abdel Rahman, are also highpoints, because he is an extraordinary professional and a very good colleague!

The world car industry needs to find new ways to take risks while still retaining its core values and its brand of trust. There are differing attitudes to support groups in the car industry development.

There is no doubt that if we work together, the result is easier and less expensive. We live in a globalised word and it's necessary to cooperate and create alliances.

There is an opportunity to promote greater choices in strategically agreements and alliances where the majority of contacts occur, and whose importance will increase as we develop more local and community based services.

It is absolutely crucial that the members of our organisation remain and understand the importance of the key players in regional and global networks: the development and the building of a competitive market involving all of us.

V. CONCLUSIONS AND RECOMMENDATIONS FOR THE NEXT CONFERENCE

In the next conference that will be held in China in 2014, it is important to talk about the planning for the future of sector. The new energy is here and we need to adapt our car to the new exigencies of the global and regional markets.

The decrease of oil and the growing of its prices in international market, together with the speculation of new and fast interest in green sources of energy have made a real impact on our sector, but the sector needs to be refreshed in order to take into account recent developments, and to address future issues.

Producers need high quality information in order to make and exercise informed choices. Producers choice is improving but there is still more work to do and choice is still limited for some regional, economic and strategic decisions.

I think that the *key words* for the next conference are: *research, competitiveness, development, green energy, strategies and alliances based in a multicultural world.*

There is a need to improve new products to adapt for the actual context and make partnerships when the business world is changing at a vertiginous velocity way and we need to work to each other in a globalized but regional programme mind cultural world.

ANEXO 26



International Trade – English - 2011/2012

The conference was a success. We would like very much if you could give us your feedback.

You can answer in English or in Portuguese. Please make sure you have completed **all** of the following questions. This paper consists in 3 parts.

Thank you for your help!

1st Part

- 1. Read the following list and choose the group who expressed it better during the Conference.
Put a tick (v).**

List ⁹	Africa	Asia	Europe	Middle East	Facilitators
1. Attitude of rejection					
2. Break barriers					
3. Changing of attitude / mood					
4. Certainty					
5. Competition					
6. Confrontation					
7. Conservative attitude					
8. Encourage confidence					
9. Eye-contact					
10. Face saving					
11. Formal and distant					
12. Group consensus					
13. Hospitality					
14. Indirect communication					
15. Interviewing the others					
16. Linear logic thinking					
17. Listening to others					
18. Narrow-minded					
19. Open attitude					
20. Open to compromises					
21. Persistence					
22. Pride					
23. Rage					
24. Relaxed					
25. Respect of age					
26. Risk taking					
27. Silence					
28. Tense					
29. Uncertainty					
30. Value directness					

⁹ Grelha formulada a partir do documento: Al-Issa, Ahmad. 2005. 'When the West Teaches the East: Analyzing Intercultural Conflict in the Classroom', *Intercultural Communication Studies*, 4, 14: 149-168.

2. As a MEMBER of the Conference, we would like you to tell us how you felt during it. To help you, pick up 5 word/expressions from the grid¹⁰.

Nº: _____ Work/Expression: _____

Nº: _____ Work/Expression: _____

Nº: _____ Work/Expression: _____

Nº: _____ Work/Expression: _____

Nº: _____ Work/Expression: _____

2nd Part¹¹

During the conference

Perspectives towards cultural differences

Read the following questions and justify them.

1. Was it possible to observe crucial differences between cultures?

2. Were there any misunderstandings because of those differences? What were they like?

3. Could you describe a situation or an example where cultural difference played an important role? If yes, how did you feel about it? Did it affect you positively or negatively? Justify.

4. Did all the participants show willingness to talk directly about differences between their cultures?

¹⁰ O nº 2 da 1ª parte foi elaborado pela autora do trabalho.

¹¹ As perguntas nº 1,2 e 3 foram baseadas na seguinte tese de mestrado: Cai, Jing. 2009. *The Role of a Cross-Cultural Training Program in Interpersonal Communications Between Finnish and Chinese Partners Case; Kone Corporation* (Master's Thesis, Department of Languages and Communication, Helsinki School of Economics), p. 98. As restantes perguntas foram elaboradas pelo autor do trabalho.

5. Did the conference help to build trust?

6. Did the conference facilitate decision-making?

7. Do you think that during the conference you could overcome cultural challenges?

3rd Part¹²

Suggestions for the next Conference

1. What were the main benefits of this conference?

2. Are there any changes you would like to recommend? Or would you like to add some points to this conference? Please give other suggestions.

3. Is there any practical implication you come up with this topic?

Thank you!

¹² A pergunta nº 3 foi retirada da seguinte tese de mestrado: Cai, Jing. 2009. *The Role of a Cross-Cultural Training Program in Interpersonal Communications Between Finnish and Chinese Partners Case; Kone Corporation* (Master's Thesis, Department of Languages and Communication, Helsinki School of Economics), p. 98. As outras foram elaboradas pela autora do trabalho.

ANEXO 27¹³

Resultados do Inquérito

1st Part

1. Read the following list and choose the group who expressed it better during the Conference.
Put a tick (✓).

Descriptors	Africa	Asia	Europe	Middle East	Facilitators
1. Attitude of rejection	3	2	6	2	
2. Break barriers	2	3	4	3	1
3. Changing of attitude / mood		8	1	1	3
4. Certainty	2	1	5	3	2
5. Competition		4	9		
6. Confrontation	2	8	3		
7. Conservative attitude	6	1	1	3	2
8. Encourage confidence	1	3	2	3	4
9. Eye-contact		1	5	3	4
10. Face saving		6	1	2	4
11. Formal and distant	2	6			5
12. Group consensus	5	2	4	1	1
13. Hospitality					13
14. Indirect communication	2	3	1	6	1
15. Interviewing the others	2	2		5	4
16. Linear logic thinking	3	1	3	4	11
17. Listening to others	3			5	5
18. Narrow-minded	5	3	5		
19. Open attitude	5	2	3	3	
20. Open to compromises	5	1	5	1	1
21. Persistence	3	4	6		
22. Pride	1	3	7	1	1
23. Rage	1	6	6		
24. Relaxed	3		1	9	
25. Respect of age	4	3		1	5
26. Risk taking	1	6	5	1	
27. Silence	6	1		4	2
28. Tense	1	7	2	1	2
29. Uncertainty	5	4	1	3	
30. Value directness	1	3	4		5

¹³ Este documento apresenta os resultados obtidos. Voltámos a repetir as instruções do inquérito por uma questão de clareza aquando da sua leitura.

2. As a MEMBER of the Conference, we would like you to tell us how you felt during it. To help you, pick up 5 word/expressions from the grid¹⁴

Attitude of rejection	<p>"Middle East really adopted that attitude by constantly saying that he was an analyst of the region. He couldn't make any decision or give any certainty." (Formando 7)</p> <p>"Asia had for some time that attitude. At the end, they were more open-minded." (Formando 8)</p> <p>"The Asian and the European groups were very strong in negotiating so their attitude of rejection was very strong too. (Formando 9)</p> <p>"I felt very rejected by the European group. The consequence was a very hard proposal." (Formando 10)</p> <p>"Africa was a difficult group. They kept on saying: "We got it all in Africa." They lost the objective of what was undertaking joint ventures." (Formando 12)</p>
Break barriers	<p>"Some of the Africans members tried to negotiate with Europe. At the beginning, it was difficult." (Formando 1)</p> <p>"Asia wanted to undertake joint ventures. We broke barriers by doing different proposals. The base of the Asian business was: "win-win". (Formando 12)</p>
Certainty	<p>"Both facilitators did a great job in this area. They didn't take part of any group. (Formando 1)</p> <p>"Europe kept its position till the end, having always in mind its goals." (Formando 2)</p>
Changing of attitude / mood	<p>"During the first day, it was easy to express our own ideas but in the last day, I didn't have the same mood to express myself." (Formando 5)</p> <p>"The Asian group did it perfectly. They start being arrogant and making proposals which only concerned their interests. Then, they rapidly changed their attitude and started looking to the other groups and their own group." (Formando 7)</p> <p>"Mr. Mohammed Abdeer had two faces. In the 1st day, he let the discussion proceed. In the 2nd day, he was aggressive, especially when he insisted on having the final proposals on his desk." (Formando 12)</p>
Competition	<p>"I really liked the competition between the groups. They were all eager to defend their own interests. ." (Formando 2)</p> <p>"The initial atmosphere was one of challenge." (Formando 6)</p> <p>"I felt that there was a bit too much competition to make deals." (Formando 10)</p> <p>"Europe? No, BMW-PSA just wanted to sell. Their attitude was just to win." (Formando 12)</p>
Confrontation	<p>"It was obvious that Asia was looking for confrontation, proposing joint ventures in which they would have more than 70%" (Formando 1)</p> <p>"The most interesting thing of all the debate were the "discussions" between Europe and Asia. Both fought lively." (Formando 2)</p> <p>"The negotiation was very strong and the dialogues between the groups were very hard." (Formando 9)</p> <p>"It was very interesting when my group had direct</p>

¹⁴ Um dos formandos não justificou a sua escolha. Apenas enumerou as palavras/expressões: group consensus; hospitality; listening to others; certainty; linear logic thinking.

	<p>confrontation with the Asian group because it was easy to see in their faces that they were not enjoying being rejected.” (Formando 5)</p> <p>“The Asian group searched for confrontation. Their ideas were offensive.” (Formando 13)</p>
Conservative attitude	<p>“Middle East was not able to establish joint ventures.” (Formando 1)</p>
Eye-contact	<p>“I liked very much to watch Europe, the way they spoke, how they passed the message, how they looked directly in the eyes.” (Formando 3)</p> <p>“I was trying to keep eye-contact with the other members of the Conference.” (Formando 4)</p> <p>“I didn’t have the perception if I had any particular problem with the eye-contact but certainly, in the second day, I found much more difficult to keep an eye-contact. Probably it had to do with the mood on that day.” (Formando 5)</p>
Formal and distance	<p>“The group which was more formal and distance was Asia. Very careful with the words that were closer to the Asian reality. I felt that they wanted to transmit the image that men are in control and women just do what they are told to do.” (Formando 3)</p> <p>“I was trying to keep a formal and distant attitude.” (Formando 4)</p> <p>“The tables and the organisation of all the elements of the Conference (accreditation cards, pencils, etc..) as well as the participants gave us the idea of something formal” (Formando 6)</p>
Group consensus	<p>“I was with a good attitude and tried to reach a group consensus but, sometimes, it was difficult because the other members of my group or in the other groups had a more frontal attitude.” (Formando 5)</p>
Hospitality	<p>“I thought the facilitators did everything very carefully. They wanted to transmit a good image. For a few seconds, I was convinced that I was at Dubai.” (Formando 3)</p> <p>“It was a surprise the way we were welcomed and everything that was at our disposal.” (Formando 6)</p> <p>“The facilitators really did a good job in receiving all the guests. They provided everything we needed in order to the Conference went well. Everything was planned, even small details.” (Formando 7)</p> <p>“The facilitators were very professional and tried to avoid certain aggressive attitudes.” (Formando 8)</p> <p>“The facilitators were the best. They did a good work. They knew how to respect us.” (Formando 9)</p>
Indirect communication	<p>“I wasn’t expecting so much backstage negotiations.” (Formando 10)</p>
Interviewing the others	<p>“I liked very much the participation of Middle-East. He tried to be a diplomat and a facilitator amongst the groups.” (Formando 2)</p> <p>“I think that the facilitator was very good in the way he handled everything. Speaking for myself, sometimes when the other groups were expressing their ideas, perhaps I needed to avoid interrupting someone when they were expressing their ideas.” (Formando 5)</p> <p>“The facilitators played an important role. They gave the opportunity to everyone to speak and encouraged the less confident ones to speak.” (Formando 9)</p> <p>“Mr. Jeremy Pt was the “reporter”. He didn’t get the point of his presence there. He should have tried to negotiate like the others did.” (Formando 12)</p>

Listening to others	<p>"I was listening to the other members of the Conference." (Formando 4)</p> <p>"The facilitators gave time to everyone express their opinions." (Formando 8)</p> <p>"The facilitators proved to be great listeners." (Formando 13)</p>
Narrow-minded	<p>"Africa expressed this attitude by constantly saying: "We have already this and that" or "We don't need it because we have it." (Formando 7)</p> <p>"Africa just focused on South Africa instead of seeing the whole continent which is still poor apart from S.A." (Formando 13)</p>
Open attitude	<p>"Europe seemed the group with a more open attitude in order to undertake joint ventures even though they rejected some proposals." (Formando 7)</p>
Open to compromises	<p>"I was open to compromises" (Formando 4)</p> <p>"Europe tried to work in a "win-win" strategy where all parts would profit." (Formando 13)</p>
Persistence	<p>"Europe was very persistente. They kept their goal." (Formando 2)</p> <p>"I think Europe was the most persistente group. It fought many times against Asia." (Formando 3)</p> <p>"Asia tried to persist with their own ideas for a long time." (Formando 8)</p>
Pride	<p>"Middle East knew exactly what it wanted and at the same time, very confident." (Formando 3)</p>
Relax	<p>"I felt relaxed" (formando 4)</p>
Respect of age	<p>"Asia was very formal. The bosses in the front and the other members behind." (Formando 8)</p>
Risk-taking	<p>"Almost all the groups did take risks." (Formando 9)</p> <p>"I learnt that I have to control myself, never forgetting the goals. Nevertheless, I love taking risks and my group wasn't happy about it." (Formando 10)</p>
Value directness	<p>"Europe showed directness by rejecting the offer of Asia." (Formando 1)</p> <p>"Europe saw more than money. They were concerned about the social aspect. They fought to keep the factories in Europe." (Formando 13)</p>
Silence	<p>"It was evidente that all the participants had an attitude of respect during the conference." (Formando 6)</p> <p>"I thought at first that it was the hardest for me but it came to be funny as silence is an art" (Formando 10).</p>
Tense	<p>"There was some tension at first but little by little it disappeared." (Formando 6)</p>

2nd Part

During the conference

Perspectives towards cultural differences

Read the following questions and justify them.

1. Was it possible to observe crucial differences between cultures?

“There were not crucial differences.” (Formando 1)

“Houve um certo cuidado, por parte dos grupos, para se comportarem como se fossem das culturas que representavam. No entanto, não é fácil colocarmo-nos no papel de uma pessoa pertencente a uma cultura diferente da nossa.” (Formando 2)

“A Ásia esteve muito formal; África mais descontraída mas ao mesmo tempo em silêncio. Senti aquele ar africano não apenas por causa da roupa mas também a postura. A Europa, um pouco mais solta; o Médio Oriente muito seguro. Os mediadores, o homem falou mais do que a mulher. Todas as culturas estavam bem representadas.” (Formando 3)

“Yes, only because of the dressing of some members.” (Formando 4)

“Yes, it was but it was difficult to keep the focus on our cultural background.” (Formando 5)

“Sim, o grupo da Ásia teve uma atitude conservadora.” (Formando 6)

“Yes, it was. The Asian group did it well. The African group very compact, it seemed that they were saying “yes” or “no” at the same time. Middle East by the way he was dressed. And finally, Europe was very conscious of what they wanted.” (Formando 7)

“Yes, the Asian group had a more conservative way of behaviour.” (Formando 8)

“On the clothes of everybody, we played the game.” (Formando 9)

“I felt that you should have studied more. Sometimes I felt the differences, others it was just us.” (Formando 10)

“Asia didn’t react with their own cultural values (saving face, respecting the others and reaching consensus).” (Formando 11)

“Asians tried to be Asians since the first second.” (Formando 12)

“No, China only saw numbers and Europe defended its “social model”.”
(Formando 13)

2. Were there any misunderstandings because of those differences? What were they like?

“During the Opening Speeches, Europe didn’t greet one delegation, Africa.” (Formando 1)

“Notei algum desentendimento entre a Ásia e a Europa, ambas com posições muito rígidas.” (Formando 2)

“O maior desentendimento foi entre a Ásia e a Europa.” (Formando 3)

“It happened between Asia and Europe.” (Formando 4)

“At the beginning of the Asian proposal when they offered a chance of undertaking a joint venture with Europe but in exchange they would close the European production.” (Formando 5)

“Não, manteve-se o respeito entre todos embora todos tenham sentido a diferença em termos de negócios entre a China e a Europa.” (Formando 6)

“Yes, firstly Asia with that proposal of closing factories in Europe. Then the African attitude saying that they were rich, that we couldn’t go there, that they had their own stuff.” (Formando 7)

“The confront between Asia and Africa.” (Formando 8)

“We couldn’t understand very well the meaning of the speech of the representatives of Asia, too many pauses.” (Formando 9)

“We felt misunderstood. We saw the other as a suspect or someone who wants to pull tricks on us.” (Formando 10)

“Asia and Europe.” (Formando 11)

“Yes, I felt it when the others told me that I couldn’t have my own opinions. They didn’t understand that I had to respect the hierarchy.”
(Formando 12)

“A strong discussion between X and Z. It was funny to see X furious.”
(Formando 13)

3. Could you describe a situation or an example where cultural difference played an important role? If yes, how did you feel about it? Did it affect you positively or negatively? Justify.¹⁵

“Europe didn’t greet all the members of the Conference but it didn’t affect me.” (Formando 1)

“Entre a Ásia e a Europa houve um maior confronto de ideias e para mim foi de forma positiva. Pareciam que estavam numa negociação.” (Formando 2)

“Quando um dos facilitadores falou de uma forma mais séria com um dos elementos da delegação asiática. A Ásia acabou por levar isso muito a sério. Não soube separar os papéis e ver que era apenas um “jogo”, que o facilitador estava apenas a representar o seu papel.” (Formando 3)

“There were differences between Asia and Europe. The European style was more direct and the Asian group was trying to be more reflexive. I didn’t feel affected. I wasn’t leaving the situation as if it was a question of life or death.” (Formando 5)

“A Europa foi assertiva e firme. Esta situação afectou-me positivamente pela forma como lidaram a negociação.” (Formando 6)

“The passive attitude of the representatives of Africa. They stayed still and they gained with it. Asia was very calm and they could have lost everything. They were saved by changing their attitude.” (Formando 7)

“The confrontation between Europe and Asia. It didn’t affect me because it wasn’t my country.” (Formando 8)

“When X wanted to close the factories in Europe. I forgot that he belonged to a different country and that they have a different way of communicating.” (Formando 9)

“Europe was very harsh and it had a general attitude of disdain with Asia.” (Formando 10)

“The situation between Asia and Europe. I was surprised. It created a different perspective.” (Formando 11)

¹⁵ Os formandos nº 4 e 13 não responderam à pergunta.

“When Asia gave the proposals to everyone. That was an attitude of breaking barriers. We wanted to have an harmonious environment.” (Formando 12)

4. Did all the participants show willingness to talk directly about differences between their cultures?¹⁶

“It was impossible because we were focused on the main goal of the conference. During the breaks, we discussed the misunderstandings.” (Formando 1)

“Todos se colocaram na posição das culturas que representavam.” (Formando 2)

“Sim, notou-se na forma como cada um se vestiu.” (Formando 3)

“No, I don’t think so. Those differences were more present on the oral presentations. The differences were portrayed during the negotiations but no direct talk about them.” (Formando 5)

“Penso que houve uma personificação das culturas nos participantes.” (Formando 6)

“They were more focused on the topic.” (Formando 7)

“Asia maybe. The girls were seated behind the boys and when they spoke, they didn’t come forward.” (Formando 9)

“I never thought about doing it.” (Formando 10)

“I think I was the only one when I said that I had to respect my superior and his decisions.” (Formando 12)

“Most just defended their goals without thinking about culture.” (Formando 13)

5. Did the conference help to build trust?¹⁷

“The Conference gave us skills to build a relationship based on trust. We were able to negotiate with members of other continents.” (Formando 1)

¹⁶ Os formandos nº 4, 8 e 11 não responderam à pergunta.

¹⁷ Os formandos nº 3, 4 e 11 não responderam à pergunta.

“A Conferência ajudou-nos a desenvolver o Inglês e também nos ajudou a perceber como nos comportamos neste tipo de situações.” (Formando 2)

“With the time, it became easier to express ourselves.” (Formando 5)

“Penso que o ambiente foi real e a nossa participação também.” (Formando 6)

“At the beginning it was difficult to forget the surrounding, the teacher but then it started to flow and to get on the track.” (Formando 7)

“Yes, all the continents felt relaxed.” (Formando 8)

“It helped me to become more confident. I never thought I would speak as if I were in a Conference.” (Formando 9)

“I was astonished because I was able to speak without any preparation.

“Yes, especially in the second day. Everyone was more open-minded.” (Formando 12)

“I observed the human relations and their reactions.” (Formando 13)

6. Did the conference facilitate decision-making?¹⁸

“We achieved agreement and undertook some good joint ventures.” (Formando 1)

“Ajudou os participantes a tomar decisões perante desafios.” (Formando 2)

“It wasn’t easy to reach a final agreement. We could have been more objective.” (Formando 5)

“Foi mais fácil durante os intervalos chegar a um acordo.” (Formando 6)

“During the second day, the participants started to agree. They understood the proposal of the Conference.” (Formando 7)

“The Conference increased my capacity of thinking and taking decisions.” (Formando 9)

“I was able to study, to see others’ strengths and weaknesses and plan a strategy accordingly.” (Formando 10)

¹⁸ Os formando nº 3, 4, 8, 11 e 12 não responderam à pergunta.

“We saw more confrontation than a cooperative attitude.” (Formando 13)

7. Do you think that during the conference you could overcome cultural challenges?¹⁹

“I don’t think so.” (Formando 4)

“Maybe. If it was today, as a member of the European group, I could have studied better the Asian culture and tried to be less direct to establish a different approach with that particular group.” (Formando 5)

“Não, penso que todos os grupos mantiveram a mesma attitude durante toda a Conferência.” (Formando 6)

“The business part was more important than the cultural part.” (Formando 7)

“Yes, I was able to negotiate with the Asian group despite my arrogant attitude.” (Formando 9)

“Yes, I planned to be aggressive the first day as I knew people weren’t expecting it. I was able to understand their intentions so I couldn’t win in the second day.” (Formando 10)

“Sometimes I tried by being in silence and just talked when it was necessary but in a discussion and being from another culture, it’s difficult to be a character.” (Formando 12)

“Middle-East called the attention to the cultural differences and the importance of making some “mind-changes”.” (Formando 13)

3rd Part

Suggestions for the next Conference

3. What were the main benefits of this conference?²⁰

“To be able to negotiate with members of other countries and how to build a professional relation based on trust.” (Formando 1)

¹⁹ Os formandos nº 1, 2, 3, 8 e 11 não responderam à pergunta.

²⁰ O formando nº 6 não respondeu à pergunta.

“Põe-nos à prova.” (Formando 2)

“É um teste: como responder rapidamente e em inglês.” (Formando 3)

“It was to achieve the goal of Europe - BMW-PSA – joint venture between Europe and other countries.” (Formando 4)

“it was good to develop our English skills and our level of conversation, even if it was difficult to communicate in a more formal way.” (Formando 5)

“These situations prepare ourselves better for the future.” (Formando 7)

“Knowledge about other continents.” (Formando 8)

“To communicate better in English, to think in English. We had to take notes. It increased our capacity to summarise.” (Formando 9)

“I learnt a lot about other cultures and myself.” (Formando 10)

“To know the steps of preparing a Conference.” (Formando 11)

“Speaking in English. This exercise can be very useful in our jobs. Everyone thought and spoke in English. I learnt a lot about cars, production and joint ventures.” (Formando 12)

“Talked in English, though in English, we did it!andfree chocolates!” (Formando 13)

4. Are there any changes you would like to recommend? Or would you like to add some points to this conference? Please give other suggestions.²¹

“It could have been more real.” (Formando 1)

“A Conferência foi muito interessante e estava muito bem organizada.” (Formando 3)

“I would like to see this Conference as an example for my life.” (Formando 4)

“A organização estava perfeita, estava tudo planeado. Fiquei surpreendido/a em muitos momentos.” (Formando 6)

“Everything was almost perfect. People didn’t have much experience so it was impossible to done it better.” (Formando 7)

“The organisation was perfect.” (Formando 8)

²¹ Os formandos nº 2, 5, 11, 12 não responderam à pergunta

“It was perfect in terms of participation, preparation and presentation.”
(Formando 9)

“I would like to have done the Conference in the Auditorium.” (Formando 10)

“Next time, the groups shouldn’t belong to a company. They should take in consideration the culture, the economy and the business values.” (Formando 13)

5. Is there any practical implication you come up with this topic?²²

“I think we should be more polite with each other.” (Formando 4)

“The best way to develop our English is to do these kind of activities.”
(Formando 5)

²² Os formandos nº 1, 2, 3, 6, 7, 8, 9, 10, 11, 12 e 13 não responderam à pergunta.

ANEXO 28

	DESCRIPTORS ²³			CONFERENCE ²⁴
U D E S	A-1 Attention to (...) languages / cultures/ persons	A-1.1 Attention (...) to persons in general		<p>"I really hope everything was in order with your hotel and your requests were fulfilled. I heard that not everybody is satisfied but we'll manage to get you full satisfaction." (Mr. Mohamed Abdel Rahman – OS²⁵)</p> <p>"Good morning, ladies and gentlemen, we would like to thank first the facilitators, Mrs. Shata Abeer and Mr. Mohamed Abdel." (Mr. Calvyn Hamman – OS)</p> <p>"Thank you everyone. Thank you, Mr. Mohamed and Mrs Shata." (Mr. Marius Bungler – SPP)</p>
	A-2 Sensitivity (...) to the existence of	A-2.4 Being sensitive both to differences and to	A-2.4.1 Being aware of (...) initiating communication (...)	<p>"ACMA Group would like to thank once again our presence in this conference." (Ms. Bhadra – OS)</p> <p>"We would like to thank Mrs Shata Abeer and</p>

²³ Com base no document *Framework of Reference for Pluralistic Approaches to Language and Cultures* (Candelier: 2010), a autora do trabalho seleccionou os descritores que achou mais adequados para a análise de dados da Conferência. Todas as alterações feitas estão assinaladas entre parêntesis rectos e em negrito, nomeadamente as seguintes categorias: A-7.3.2/A-8.1/A-11.3/A-11.3.1/S.4.1. É importante sublinhar que a selecção dos descritores teve relacionada como o tema da conferência - *joint-ventures* no mercado automóvel. Passemos a enumerar os descritores seleccionados relativamente às atitudes: 1) atenção dada a informação técnica vinda dos vários grupos; 2) abertura para aceitar ou recusar propostas; 3) respeito pelas opiniões proferidas relativamente ao mercado automóvel; 4) disposição para lidar com reacções imprevistas; 5) vontade de ajudar e ser ajudado; 6) vontade de distanciar-se quando necessário para não prejudicar o desenrolar da conversa; 7) flexibilidade relativamente às propostas apresentadas; 8) consciência da complexidade da situação. Quanto aos descritores do conhecimento: 1) conhecimento sobre a cultura dos vários grupos presentes e a linguagem a ser utilizada neste contexto; 2) conhecimento sobre a forma de conduzir o diálogo tendo em conta o contexto social e cultural dos outros países; 3) conhecimento sobre algumas práticas e comportamentos das outras culturas; 4) conhecimentos sobre a influência da cultura nos comportamentos; 5) conhecimento sobre a identidade cultura e o efeito nas interacções; 6) conhecimentos sobre estratégias a adoptar no sentido de resolver conflitos interculturais. Relativamente às capacidades: 1) analisar acontecimentos culturais e linguísticos; 2) capacidade de interpretar mal-entendidos; 3) identificar variantes na comunicação devido às diferentes culturas; 4) capacidade de explicar mal-entendidos; 5) capacidade de reformular.

²⁴ A Conferência está dividida em 4 (quatro) partes. A terceira parte, correspondente à discussão, foi subdividida em 5 (cinco) partes de acordo com os intervalos que os formandos fizeram durante a Conferência. Deixamos aqui a nomenclatura adoptada que será assinalada na 4ª coluna: 1st part - Opening speeches; 2nd part - Presentation of the main goals of each country/region; 3rd part - Discussion (3.1; 3.2; 3.3; 3.4; 3.5); 4th part – Final Speeches.

²⁵ Os exemplos são acompanhados do nome dos informantes seguido de siglas que correspondem às partes da Conferência, a saber: **OS** (Opening Speeches); **SPP** (Speeches with the support of PowerPoints); **3rd p. – 3.1** (Discussion 1); **3rd p. – 3.2** (Discussion 2); **3rd p. – 3.3** (Discussion 3); **3rd p. – 3.4** (Discussion 4); **3rd p. – 3.5** (Discussion 5); **FS** (Final Speeches) e das linhas correspondentes (Ver Anexo 24).

other languages/ cultural/ human diversity (...)	similarities between different languages/ cultures		Mr. Mohamed Abdel Rahman to give us the opportunity to be here in this conference today.” (Mrs Silvia Almeida – OS) “Firstly, I would like to thank Mrs. Shata Abeer and Mr. Mohamed Abdel Rahman, for this opportunity.” (Mr. Jeremy Pt – OS) “Thank you everyone. Thank you, Mr. Mohamed and Mrs Shata.” (Mr. Marius Bunger – SPP)
A-3 Curiosity about (...) the linguistic / cultural / human diversity in general	A-3.4 Interest in understanding what happens in intercultural (...) interactions		“We would like to ask you the following. I was reading the information about this website. I was under the impression that you were here a conference about the car market but that slide or website, I don’t know, make me think, I don’t know, at least the impression that you were here showing different car brands.” (Mr. Feng Hau Nu - 3 rd p. – 3.1) “Uh, what about the other countries? Does everybody share the same opinion?” (Mr. Mohamed Abdel Rahman - 3 rd p. – 3.1)
A-4 Positive acceptance (...) of what is different	A-4.2 Accepting the fact that another language /culture may function differently from one’s language / culture	A-4.2.2 Accepting the fact that another culture may make use of different cultural behaviours (...)	“Ok, we’ll start then with a different person, I think, a person who doesn’t have problems of speaking...” (Mr. Mohamed Abdel Rahman - 3 rd p. – 3.1)
	A-4.4 Accepting the existence of other modes of interpretation of reality (...)		“Right now, I’m a little bit confused. Right now, I’m confused in market terms.” (Mr. Jeremy Pt - 3 rd p.- 3.3)
	A-4.5 Acceptance [Recognition] of the importance of all languages / cultures and the different places they occupy		“Yes, but we want to increase our market in Africa but our places for the future is Egypt, it is not South Africa because we have relationships with Alger, Morocco and Libya and Egypt is very near our continent.” (Mr. Nicolas de Villepin - 3 rd p. – 3.1 – lines 177-179) “We want to increase our market in Africa but with Maghreb not with South Africa.” (Mr. Nicolas de Villepin - 3 rd p. – 3.1 – lines 187-188) “I am here as President of the Asian cars manufactures in Asia but also as the representative, of course, of the Chinese government.” (Mr. Feng Hau Nu - 3 rd p. – 3.2 – lines 32-33)
A-5 Openness to the diversity of languages / people / cultures of the world (...)	A-5.1 Empathy [Openness] to alterity		“Sorry, maybe the term close is a little too harsh.” (Mr. Feng Hau Nu - 3 rd p. – 3.3 – line 22)
	A-5.3 Openness to languages / cultures	A-5.3.3 Openness towards the unfamiliar (...)	“We would like very, very much to undertake joint venture not only in technological terms but also, at least, build some sort of a Chinese brand.” (Mr. Feng Hau Nu - 3 rd p. – 3.2) “...if you can provide a car, a small car with more power, ok, we’ll accept.” (Mrs. Johanna van Zyl - 3 rd p. - 3.5)
A-7 Disposition /	A-7.3 Readiness to face difficulties	A-7.3.1 Ability to deal	“Ok, we’ll start then with a different person, I think, a person who doesn’t have problems of

motivation with respect to linguistic / cultural diversity / plurality	linked to plurilingual / pluricultural situations and interactions	(confidently) that which is new / strange in the linguistic / cultural behaviour / in the cultural values of others		speaking.” (Mr. Mohamed Abdel Rahman - 3 rd p. – 3.1) “If you don’t want to make business with us, that’s alright. We have already had very strong relationships with very good brands.” (Mr. Feng Hau Nu - 3 rd p. – 3.3) “But we don’t fear the competition. The market is free.” (Mr. Jurgen Kahn - 3 rd p. – 3.4 – line 33) “There’s a confusion in this room because we didn’t say that we don’t want to sell to China.” (Mr. Jurgen Kahn - 3 rd p. – 3.4)
		A-7.3.2 Readiness to accept the anxiety [that will follow some] plurilingual / pluricultural situations and interactions		“I’m not here to go alone to this market. I’m here to discuss and to listen to your opinion and to your points of views, and who knows, if we can make joint ventures to attack this market with profits to all parts.” (Mr. Jeremy Pt. – OS) “...that way that 40% factories or 30% that will be closed will be transferred in (unintelligible) years time in China.” (Mr. Feng Hau Nu - 3 rd p. - 3.2)
		A-7.3.5. Readiness to be considered as an outsider		“I don’t understand why you don’t want to deal with us.” (Mrs. Johanna van Zyl - 3 rd p. – 3.3) “We are not afraid.” (Mr. Jurgen Kahn - 3 rd p. – 3.4)
A-8 A wish /will to be involved / to act in connection with linguistic or cultural diversity / plurality// in a plurilingual or pluricultural environment	A-8.1 A will to take up the challenge of linguistic / cultural diversity (...) towards [the same goal]			“We have 4 important regions of the globe and of the car market, here represented.” (Mr. Mohamed Abdel Rahman – OS) “We want a harmonious environment and all countries working together.” (Ms. Bhadra – OS) “As far as I know, we are here to work together, to achieve certain country terms and to achieve cooperation...” (Mr. Feng Hau Nu - 3 rd p. – 3.1)
	A-8.2 (...) Voluntary involvement in the development of the process of plurilingual / pluricultural socialisation			“Let me say that these two days of conference are meant to be a success with all these influenced people in this room.” (Mr. Mohamed Abdel Rahman – OS) “During this conference, our expectations are very high because we wish to make business with other companies. We also expect to reach a final agreement.” (Mrs Silvia Almeida – OS) “It quite a good place to expand our market in Africa.” (Mr. Nicolas de Villepin - 3 rd p. – 3.1)
	A-8.6 A will / A wish to be involved in communication with persons from different cultures / to come	A-8.6.3 A will to establish a relationship of equality in plurilingual / pluricultural	A-8.6.3.1 A commitment to helping persons from another culture / language	“I really hope everything was in order with your hotel and your requests were fulfilled. I heard that not everybody is satisfied but we’ll manage to get you full satisfaction.” (Mr. Mohamed Abdel Rahman – OS) “During this conference, our expectations are very high because we wish to make business with other companies. We also expect to reach a final agreement.” (Mrs Silvia Almeida – OS) “We are very interesting in undertaking, er, jointventures in China, er, since China is a new potential for green technologies.” (Mr. Jurgen

	into contact with others	interactions		Kahn - 3 rd p. – 3.2) “I think China can learn with us and we can learn with them.” (Mr. Nicolas de Villepin - 3 rd p. – 3.2) “I’m giving you just an advice.” (Mr. Raffaeru Suwatari - 3 rd p. – 3.4)
			A.8.6.3.2 Accepting help from persons of another culture / language	“I think China can learn with us and we can learn with them.” (Mr. Nicolas de Villepin - 3 rd p. – 3.2)
	A-8.7 A will [A commitment] to assume the implications / consequences of one’s decisions and behaviour (...)		<p>“In this crisis reality, where the demand for vehicles decreases, this market can be seen as a sales saviour.” (Mr Jeremy Pt – OS)</p> <p>“It is a great strategy but without our workforce and production it was impossible to do it.” (Mrs. Fan Man Li – SPP)</p> <p>“Ok, we’ll start then with a different person, I think, a person who doesn’t have problems of speaking.” (Mr. Mohamed Abdel Rahman - 3rd p. - 3.1)</p> <p>“I agree that Israel isn’t very interested in green technology but I totally disagree with your idea that Saudi Arabia is not suitable for green technology or electric cars.” (Mr. Jorgen Kahn - 3rd p. – 3.1)</p> <p>“So, our proposal is to undertake that joint venture with association with the factories of TATA in South Africa to produce buses, eco green and to produce Land Rover jeeps.” (Mr. Raffaeru Suwatari - 3rd p. – 3.3)</p>	
A-9 An attitude of critical questioning / a critical position towards language / culture in general	A-9.4 A critical attitude to one’s own values [norms] / the values [norms] of others		<p>“We also have the cultural barriers. It is not an easy market to understand and the competition.” (Mr. Jeremy Pt – SPP)</p> <p>“If the Middle East doesn’t care, doesn’t want, doesn’t care about the green technology, it will be difficult to enter in the African market.” (Mr. Marius Bunge - 3rd p. - 3.1)</p> <p>“Yes, but we want to increase our market in Africa but our places for the future is Egypt, it is not South Africa because we have relationships with Alger, Morocco and Libya and Egypt is very near our continent.” (Mr. Nicolas de Villepin - 3rd p. - 3.1)</p> <p>“Chinese is, again, seen as low quality product, low product, low design, low innovation.” (Mr. Jeremy Pt - 3rd p. – 3.2)</p> <p>“There’s a big confusion of what you’ve said.” (Mr. Jorgen Kahn - 3rd p. – 3.2)</p> <p>“So it’s not a good point of view that you made.” (Mr. Raffaeru Suwatari - 3rd p. - 3.4)</p>	
A-10 A will to construct “informed” knowledge / representations	A-10.4 A will to overcome barriers / to be open in relation to languages / cultures / communication in general		<p>“We hope that this conference will be a success.” (Mr. Calvyn Hamman – OS)</p> <p>“We want a harmonious environment and all countries working together.” (Ms. Bhadra – OS)</p> <p>“I’m not here to go alone to this market. I’m here to discuss and to listen to your opinion and to your points of views, and who knows, if we can make joint ventures to attack this market with profits to all parts.” (Mr. Jeremy Pt – OS)</p> <p>“I think it is very important for us to create joint ventures with your, your continent.” (Mr. Nicolas de Villepin - 3rd p. – 3.2)</p>	
A-11 A disposition / A will to suspend	A-11.2 Disposition to suspend judgement about one’s own culture / other		“Chinese is, again, seen as low quality product, low product, low design, low innovation.” (Mr. Jeremy Pt - 3 rd p. – 3.2)	

one's judgement / one's acquired representations / one's prejudices	cultures		
	A-11.3 (...) [Disposition] to combat (/deconstruct / overcome/) one's prejudice towards other languages / cultures and their speakers / members	<p>A-11.3.1 Being attentive to one's own /[the others'] negative reactions towards cultural / linguistic / differences (...)</p> <p>A-11.3.2 Being ready to adopt attitudes to diversity which conform to knowledge one may acquire / may have acquired from it</p>	<p>"We also have a good market but it's very important that you have in mind that you need to establish a commitment with us." (Mr. Marius Bunger - 3rd p. - 3.1)</p> <p>"...but, specially China, it's not, it's not a country that, er, continues to embrace a low cost and bad quality workforce." (Mr. Feng Hau Nu - 3rd p. - 3.2)</p> <p>"Sorry to interrupt. You didn't answer my question." (Mr. Raffaeru Suwatari - 3rd p. - 3.3)</p> <p>"I'm not here to go alone to this market. I'm here to discuss and to listen to your opinion and to your points of views, and who knows, if we can make joint ventures to attack this market with profits to all parts." (Mr. Jeremy Pt - OS)</p>
A-12 Disposition to starting a process of linguistic / cultural decentration / relativisation	A-12.1 Being ready to distance oneself from one's own cultural perspective and to be attentive to the effects that this may have on one's perception of phenomena		<p>"We think that there's more potential in the Middle East besides Israel. We don't think Israel is very advanced in green technology but we think that there's potential also in Saudi Arabia and Turkey because Turkey is near Europe and there's a lot of potential over there." (Mr. Jurgen Kahn - 3rd p. - 3.4)</p> <p>"Of course, but if you don't see things as in that perspective, well, it's highly comprehensive." (Mr. Feng Hau Nu - 3rd p. - 3.4)</p>
	A-12.2 Accepting to suspend (...) or to question one's (...) practices / behaviours / values ... and adopt (...) behaviours / attitudes / values other than those which have so far constituted one's linguistic and cultural "identity"	A-12.2.2 Being ready to put oneself in the place of the other	<p>"I'm not here to go alone to this market. I'm here to discuss and to listen to your opinion and to your points of views, and who knows, if we can make joint ventures to attack this market with profits to all parts." (Mr. Jeremy Pt - OS)</p> <p>"You are all having much trouble with your brands with an excess of car production." (Mr. Feng Hau Nu - 3rd p. - 3.2)</p>
A-13 A will / disposition to adapt oneself / Flexibility	A-13.2 Being ready to go through the different stages of the process of	A-13.2.1 A will to (try to) manage the frustrations / emotions created by one's participation in another	<p>"I think we need some time to analyse this." (Mr. Mohamed Abdel Rahman - 3rd p. - 3.2)</p> <p>"So, let us go further and you</p>

	adaptation to another culture	culture	are here to undertake a joint venture or not?" (Mr. Feng Hau Nu - 3 rd p. - 3.4)
		A-13.2.2 A will to adapt one's own behaviour to what one knows / learns about communication in the host culture	"I am really happy to have been given this opportunity to participate in this conference with my partners from PCIFE, Promoters of Cars industry and Foreign Exportation, Mrs Johanna Van Zyl and Mr. Marius Bungler." (Mr. Calvyn Hamman – OS) "I'm not here to go alone to this market. I'm here to discuss and to listen to your opinion and to your points of views, and who knows, if we can make joint ventures to attack this market with profits to all parts." (Mr. Jeremy Pt – OS)
	A-13.4 A will to face different manners of perception / expression / behaviours		"You should try to find some other interests in different in countries, for example, you should see what they have in common." Mr. Jeremy Pt - 3 rd P -3.1)
	A-13.5 Tolerating ambiguity		"Ok, we'll start then with a different person, I think, a person who doesn't have problems of speaking." (Mr. Mohamed Abdel Rahman - 3 rd p. - 3.1)
	A-14 Having self-confidence / Feeling at ease	A-14.1 Feeling capable of facing the complexity / the diversity of contexts / speakers	"As you all know, our company comprises 43 national trade associations around the world including all major automobile manufacturing countries. This is the second conference of this kind." (Mr. Mohamed Abdel Rahman - OS) "We hope to show you, during this conference, that we have a quite significant number of competitive advantages as well as great development programs in terms of Motor Industry." (Mr. Calvyn Hamman – OS)
		A-14.2 Being self-confident in a situation of communication (expression / reception / interaction / mediation)	"We also expect to sell out technologies to the other companies, and we hope to establish strong partnerships outside Europe, mainly in China, India and Middle East." (Mrs Silvia Almeida – OS)

			<p>"I agree that Israel isn't very interested in green technology but I totally disagree with your idea that Saudi Arabia is not suitable for green technology or electric cars." (Mr. Jurgen Kahn - 3rd p. - 3.1)</p>
A-16 Assuming one's own (linguistic / cultural) identity	<p>A-16.2 Accepting a social identity in which the language(s) one speaks / the culture(s) one ascribes to occupy an (important) position</p>	<p>A-16.2.1 Assuming oneself [seeing oneself] as a member of a social / cultural / linguistic community (...)</p>	<p>"Mr. de Villepin, my boss, will talk about our manufacturers' products." (Mr. Jurgen Kahn – SPP)</p> <p>"We also have a good market but it's very important that you have in mind that you need to establish a commitment with us." (Mr. Marius Bunge - 3rd p. -3.1)</p> <p>"My distinguish colleague will talk about that in a minute." (Mr. Feng Hau Nu - 3rd p. – 3.3)</p> <p>"At this moment, Mr. Nicolas Sarkozy, he is creating the Mediterranean Union with the South of Europe and the North of Africa and we think it's a good opportunity to increase our market and our production...." (Mr. Nicolas de Villepin - 3rd p. – 3.4)</p> <p>"We are here, again I remind you, as a group. I represent ACMA but I don't really speak on behalf of China." (Mr. Feng Han Nu - 3rd p. – 3.5)</p>
	<p>A-16.3 Considering one's own historical identity with confidence / pride but also while respecting other identities</p>	<p>A-16.3.1 Respect of oneself, irrespective of which language(s) / culture(s) (...) one belongs to</p>	<p>"At 8 pm, we will have dinner at the hotel followed by a show performed by the Company Theatre of Dubai. It will be an opportunity to understand the birth of this nation." (Mr. Mohamed Abdel Rahman – OS – lines 46-47)</p>
	<p>K-8.6 Knows that each culture determines / organises at least partly the perception / view of the world / way of thinking of its members</p>	<p>K-8.6.1 Knows that facts / behaviours / speech may be perceived / understood differently by members of different cultures</p>	<p>"We also have the cultural barriers. It is not an easy market to understand and the competition." (Mr. Jeremy Pt – SPP)</p>
	<p>K-8.7 Knows that cultures influence behaviours / social practices / personal evaluations (of oneself / of others)</p>	<p>K-8.7.1. Is familiar with some social practices / customs from different cultures</p>	<p>"Saudi Arabia (...) has a curious problem. They don't sell a lot of new cars but sell a lot of second-hand cars. And this can also be seen as an opportunity." (Mr. Jeremy Pt – SPP)</p>

			<p>“...but in Africa, we can’t have cheap cars.” (Mrs. Johanna van Zyl - 3rd p. 3.1)</p> <p>“But we have here the two most valued representatives of Asia market. They can’t do nothing without speaking with these two people.” (Mr. Mohamed Abdel Rahman - 3rd p. - 3.3)</p> <p>“At this moment, Mr. Nicolas Sarkozy, he is creating the Mediterranean Union with the South of Europe and the North of Africa and we think it’s a good opportunity to increase our market and our production....” (Mr. Nicolas de Villepin – 3rd p. - 3.4)</p>
K-10 Knows the role of culture in intercultural relations and communication	K-10.2 Knows that culture and identity influence communicative interactions	K-10.2.1 Knows that behaviours / words and the ways in which they are interpreted / evaluated are linked to cultural references	<p>“As a Vice-President of ACMA, I have to respect my superiors and President Feng Hau. He takes the decisions and I have to respect him.” (Mr. Raffaeru Suwatari - 3rd p. – 3.5)</p>
		K-10.2.2. Is aware of how cultures structure roles in social interaction	<p>“The problem with Egypt is the Government that owns the factories. The State tries to produces cars and put cheap cars in the market. You have to be careful about it. You will have a competition of the Government.” (Mr. Jeremy Pt - SPP)</p> <p>“Asian people like the relationship “win-win”. We are big co-operations, we are an harmonious society.” (Mr. Raffaeru Suwatari -3rd p. - 3.4)</p> <p>“At this moment, Mr. Nicolas Sarkozy, he is creating the Mediterranean Union with the South of Europe and the North of Africa and we think it’s a good opportunity to increase our market and our production....” (Mr. Nicolas de Villepin - 3rd p. - 3.4)</p>

		K-10.9 Knows strategies which one can use to resolve intercultural conflicts	K-10.9.1 Knows that the causes of misunderstanding must be sought / clarified in common	<p>"...if the Middle East doesn't care, doesn't want, doesn't care about the green technology, it will be difficult to enter in the African market." (Mr. Marius Bonger - 3rd p. 3.1)</p> <p>"You mean the rich countries in Africa. It is not (unintelligible). It should be the first to offer a base for the other ones but it should not be an example." (Mr. Jeremy Pt - 3rd p. 3.1)</p> <p>"There's a big confusion of what you've said." (Mr. Jurgen Kahn - 3rd p. 3.2)</p> <p>"As I said before, 1.6 billion people in China and you have to think that China is part of the big countries and it's an emerging economy and it's raising constantly. So you have to think very well about this." (Mr. Raffaeru Suwatari - 3rd p. - 3.4)</p> <p>"Er, I was not aware of that. We are talking about confidential proposals that were only drafts..." (Mr. Feng Han Nu - 3rd p. - 3.5)</p>
	S-1 Can observe / analyse (...) cultural phenomena in (...) cultures which are more or less familiar	S-1.1 Can make use of / master processes of observation / analysis (breaking down into elements / classifying / establishing relationships between them/)	S-1.1.2 Can formulate hypotheses in view of an analysis of linguistic / cultural phenomena	<p>"Based on what you tell me, you want, maybe cheap cars, that is an emerging market, it's not, I think South Africa is very good with green power but it is an exception. I think they need, but, for now, cheap cars with good green technology." (Mr. Jeremy Pt - 3rd p. 3.1)</p> <p>"What is going to happen in 10 years time is that you'll have no money besides our selling money but then we will buy you." (Mr. Feng Hau Nu (3rd p. - 3.4)</p>
		S-1.7 Can analyse the cultural origin of different aspects of communication	S-1.7.1 Can analyse misunderstandings due to cultural differences	"We also have the cultural barriers. It is not an easy market to understand and the competition." (Mr. Jeremy Pt - SPP)
	S-2 Can identify [recognise] linguistic elements / cultural	S-2.8 Can identify [recognise] cultural specificities / references / affinities		"And finally, last but not least, we have over there our African brothers, I'm proud to say that, from South Africa..." (Mr. Mohamed Abdel Rahman – OS)
		S-2.9. Can identify [recognise]	S-2.9.1 Can identify	"Right now, I think the groups

	phenomena in languages cultures which are more or less familiar	communicative variations engendered by cultural differences	the risks of misunderstandings due to differences between communicative cultures	<p>failed to analyse the SWOT, for example, to see their strengths and see if their strengths can be used to improve, to understand their weaknesses, to find something" (Mr Jeremy Pt - 3rd p. - 3.4)</p> <p>"Ok, but I really need a copy on my desk for me and my colleague, just read and to see what's in there." (Mr. Mohamed Abdel Rahman – 3rd p. – 3.5)</p>
		S-2.10 Can identify [recognise] specific forms of behaviour linked to cultural differences		<p>"As we all know, the Middle East, sometimes, is seen as a forgotten market, less important. All the focus goes to the USA, European Union and Asia, but let me tell you, those opportunities exist." (Mr Jeremy Pt - OS)</p> <p>"Ok, we'll start then with a different person, I think, a person who doesn't have problems of speaking,..." (Mr. Mohamed Abdel Rahman - 3rd p. – 3.1)</p>
		S-2.11 Can identify [recognise] cultural prejudice		<p>"I also was writing about Saudi Arabia that ,uh, there some is, some communication work to be done there because the image that they have about Asian and about European cars should be changed." (Mr. Jeremy Pt - 3rd p. – 3.1)</p>
	S-4 Can talk about / explain certain aspects of one's own language / one's culture / other languages / other cultures	S-4.1. Can construct explanations meant for a foreign interlocutor about a feature of one's own /[the others'] culture (...)		<p>"As we all know, the Middle East, sometimes, is seen as a forgotten market, less important. All the focus goes to the USA, European Union and Asia, but let me tell you, those opportunities exist." (Mr Jeremy Pt- OS)</p> <p>"we also have a good market but it's very important that you have in mind that you need to establish a commitment with us." (Mr. Marius Bunge - 3rd p. 3.1.)</p> <p>"Sorry to interrupt. Eco-green technology is not produce in China. We got the cluster of eco-green production in Thailand. So, we have a lot of factories that are specialized in</p>

				eco-green. It is not China.” (Mr. Raffaeru Suwatari - 3 rd p. 3.1.) “...but our places for the future is Egypt, it is not South Africa because we have relationships with Alger, Morocco and Libya and Egypt is very near our continent.” (Mr. Nicolas de Villepin - 3 rd p. 3.1.)
		S-4.2 Can explain misunderstandings		“I think that South Africa should be a model for the rest of the country.” (Mr. Mohamed Abdel Rahman - 3 rd p. – 3.1) “Not in European market and those figures are given by the stock market and if you say that those figures are not solid, well, let me just say that we don’t undertake joint ventures with companies that have two numbers, numbers for their shareholders and numbers for theirs insiders. No, numbers have to be public and published.” (Mr. Feng Hau Nu - 3 rd p. - 3.4)
	S-6 Can interact in situations of contact between languages / cultures	S-6.1. Can communicate in bi/plurilingual groups taking into account the repertoire of one’s interlocutors	S-6.1.1 Can reformulate ((...)/ by varying the vocabulary / (...))	“The information about the website or what I asked you?” (Mr. Mohamed Abdel Rahman - 3 rd p. – 3.1) “So it means, South Africa is, has a different consumer profile from the other countries.” (Mr. Jeremy PT - 3 rd p. – 3.1) “Uh, you should, for example, you can use South Africa as a base.” (Mr. Jeremy PT - 3 rd p. – 3.1) “For example, those groups all speak Portuguese. They have the same consumer profile.” Mr. Jeremy Pt - 3 rd p. – 3.1) “I can give you an example about China.” (Mr. Calvyn Hamman - 3 rd p. – 3.1) “So, I’m going to make a summary of the most important things that we talked, we discussed here.” (Mr. Mohamed Abdel Rahman - 3 rd p. 3.5)
			S-6.1.2. Can discuss strategies for interaction	“We will start with the description of our main goals for our partnership in Europe.

				<p>The first objective in this partnership is to open a technology platform for electric powertrains. We have a common goal. The first one is to set new standards for clean mobility and to increase our social responsibility. This will create 650 jobs in Europe, and it will also create economies of scale for the future.” (Mrs Silvia Almeida - OS)</p> <p>“I’m here to tell you some facts about the Middle East market and to launch a discussion about future strategies for this market. In this crisis reality, where the demand for vehicles decreases, this market can be seen as a sales saviour.” (Mr Jeremy Pt - OS)</p> <p>“I have three questions before another break. I’m going to leave in the air three questions: China with South Africa? Europe with South Africa? Europe with Middle East? Will we announce joint ventures? Yes? No?” (Mr. Mohamed Abdel Rahman - 3rd p. - 3.2)</p>
		S-6.2 Can ask for help when communicating in bi/plurilingual groups	S-6.2.1 Can ask an interlocutor to reformulate what has been said	<p>“Don’t you want to analyse what you show us in your PowerPoint, to speak about the numbers, what has been done before?” (Mr. Mohamed Abdel Rahman - 3rd p. 3.1)</p> <p>“Mr. Jeremy, when you were talking about entering Africa market, I would like to ask you what you are thinking of?” (Mr. Marius Bonger - 3rd p. 3.1)</p> <p>“But you have to be more specific.” (Mr. Feng Hau Nu - 3rd p. - 3.4)</p>
		S-6.3 Can communicate while taking sociolinguistic / sociocultural differences into account	S-6.3.1 Can use formulae of politeness appropriately	<p>“ACMA group would like to thank Ms. Shata Abeer and Mr. Mohamed Abdel for the invitation to this event.” (Ms. Bhadra – OS)</p> <p>“Good morning, ladies and gentlemen.” (Mrs Silvia Almeida – OS)</p> <p>“Thank you everyone. Thank you, Mr. Mohamed and Mrs Shata.” (Mr. Marius Bonger -</p>

				<p>SPP)</p> <p>“Mr. Marius Burger, please, you have the word.” (Mr. Mohamed Abdel Rahman – 3rd P – 3.2)</p>
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